

HISTORY OF THE DEPARTMENT OF ROMANCE LANGUAGES

AT THE OHIO STATE UNIVERSITY

by

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1969

TO THE MEN AND WOMEN

of

THE DEPARTMENT OF ROMANCE LANGUAGES

who, from 1873 to 1969,

have made it what it was, and is

PREFACE

This narrative has been read by Professors Bulatkin, Davidson, Demorest, Frosch, Meiden, and Assistant Professor Angelo, and by Dean Armitage, long a member also of our Department. Their suggestions have made important contributions to greater accuracy or completeness, and to these keen-sighted critics warmest thanks are here gratefully rendered by the writer.

The author of this History has naturally found himself at times in the embarrassing position of having to write about himself as one of the members of the departmental team. This he has tried to do with due regard both to truth and to discretion. If he has not always succeeded in this difficult task, it is to be hoped that readers will graciously make the effort to think of author and actor for the moment as two separate persons, cast by the necessities of the situation in different roles. Certainly, the present writer wishes in no way to resemble the well known Perrichon in face of Mont-Blanc! To avoid such a regrettable impression, however, will no doubt require a degree of cooperation on the part of friendly and considerate readers.

G. R. H.

June, 1969

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Chapter I

Early Years (1870-1889)

The famous Morrill Act, sponsored by Justin S. Morrill of Vermont, was passed by Congress in June of 1862 and signed by President Lincoln the following month. It provided that proceeds of the Land Grant should be applied by the states for the endowment of colleges "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Special emphasis was put on "agriculture and the mechanic arts." (Pollard, p.2).¹ It was thus a forward-looking movement for the democratization of higher education.

Finally, in March of 1870, the Legislature of Ohio decided to take advantage of the Morrill Act to found the "Ohio Agricultural and Mechanical College." This institution, centrally located in Columbus after a vigorous struggle in favor of several other sites, ultimately became the Ohio State University.

At a meeting of the newly appointed Board of Trustees on January 6, 1871, ten departments were outlined, "principally with a view to guiding us in the construction of our buildings."

¹The frequent references to Pollard indicate: James E. Pollard, History of the Ohio State University: The Story of Its First Seventy-five Years, 1873-1948, Columbus, The Ohio State University Press, 1952.

The ninth of these departments was that of "Modern and Ancient Languages." This report of a committee was approved on October 9, 1872.²

On January 2, 1873, a committee of the Board of Trustees recommended differently that there should be a chair of English and modern languages and literatures and a separate chair of ancient languages and literatures. On this same date, one member of the Board, Norton S. Townsend, later Professor of Agriculture at the new institution, strongly opposed the appointment of two professors of language and literature as unneeded in technical education. Fortunately, after "a warm discussion," Townsend's motion lost, eight votes to seven. Thus, by a close vote, a broad and liberal program was established (Pollard, p. 23).

There had evidently been further criticism of the decision to teach foreign languages in an agricultural and mechanical college. In his annual report of March 1, 1873, Secretary of the Trustees, Joseph Sullivant, answered this criticism:

In reply it may be asserted, with perfect truth, that he who wishes to keep thoroughly posted in Agriculture as a science, or with the constant progress in the Mechanic Arts, Chemistry and other sciences, will need to read as many books and memoirs in the French and German as he will in English. (Pollard, p. 18)

² Much of the factual material for this study and for that in the Appendix is due to the careful and intelligent work of Mrs. Mary Lynne Flowers to whom many thanks are due.

Moreover, President Orton, in his inaugural address on January 8, 1874, called for "a liberal education." This he defined as "the education of a man as . . . man, . . . the education that aspires to a symmetrical and balanced culture of all human faculties, rather than that which selects one set of faculties for training and leaves the rest to accident or atrophy." (Pollard, p. 35)

According to the Faculty Minutes for September 20, 1873, Joseph Millikin, Professor of Greek at Miami University, Ohio, was named as the first Professor of English and Modern Languages and Literature. He was then thirty-three. Millikin was of frail constitution, however, and remained for only eight years, resigning in 1881. His death came shortly after on November 14, 1882, at the age of forty-two. A photograph of Millikin with a huge black drooping moustache is to be found in Pollard, No. 3 following page 312.

The salary of professors had been fixed at \$2500 a year. (Pollard, p. 22). A fairly liberal figure perhaps at the then purchasing power of the dollar, this fixed legal limit remained for many years to plague successive presidents and led to the loss to other institutions of many good faculty members.

"On the morning of the seventeenth of September, 1873," writes a prominent member of the first faculty, Dr. T. C. Mendenhall, Professor of Physics and Mechanics, "seven men

sat around a table in an unfurnished room in what is now known as University Hall, the oldest and then the only building on the Campus of the Ohio Agricultural and Mechanical College. They were engaged in making a final adjustment of the program for their first day's work." (Pollard, p. 24). This was the actual beginning of classes at the Ohio State University.

The Columbus Dispatch reported that "the Agricultural College opened with twenty-five students." Among them was one young lady from Cleveland. (Pollard, p. 31). A few days afterwards, Miss Alice Williams, later a member of the language faculty, also enrolled (p. 6, below). It is noteworthy that the first President, Edward Orton, stated that he knows "no rule to exclude persons from being candidates for admission to the Agricultural College on account of sex or color." (Pollard, p. 31). Thus, from the start, a broad policy of coeducation and freedom from racial prejudice was inaugurated.

According to the Faculty Minutes for September 20, 1873, Joseph Millikin taught only English and German in the autumn of 1873. Thus no French was offered during the first term. However, the Circular and Catalogue for 1873-74 (published in the summer of 1874) carries the following statement on page 7:

The French and German languages, with which everyone who expects to attain a good degree of proficiency in the natural sciences must acquaint himself and which are in themselves desirable studies, can be pursued here in courses as extensive as the needs of the student may demand.

The courses listed in this Circular and Catalogue for

1873-74, page 16, are as follows:

FRENCH

First year

First Term: Pasquelle's French Course
(Grammar and Exercises).

Second term: Grammar, cont'd. Oppen's French Reader.

Third Term: De Maistre's Voyage autour de ma [sic] Jardin [an error for chambre],
etc. Selections from Béranger.

Second year

First Term: Molière's Les Fourberies de Scapin;
Racine's Athalie; Corneille's Cinna.

Second and Third Terms: Besaut's Edition of Early French;
Bridge's History of French Literature,
with Lectures on the Language and Literature.

Generally, after that time, Millikin taught one class in French. He also had one class in English and two in German, though objecting that these four were "more than I can do with perfect justice to myself or the branches I teach." (Pollard, p. 51). President Orton called attention to Millikin's heavy teaching load, observing that the professor of modern languages "is made responsible for seven daily recitations of one hour each." This schedule was, however, evidently for the moment theoretical, dependent on the further development of junior and senior classes. The President, looking toward the immediate future, stated that such work "is clearly beyond the power of one man to perform" and required an assistant. (Pollard, p. 36). In consequence, Miss Alice K. Williams, whom we have already mentioned as a student, was appointed the following year, 1875, as an assistant in Modern Languages.

Miss Williams thus became the first woman member of the faculty (Pollard, p. 37).

Miss Williams was born at Bowling Green, Ohio, had had the benefit of private tutors at home, and at the age of ten had studied at New Church Academy in Waltham, Massachusetts. Later she attended High school for two years in her native Bowling Green, Ohio, and, according to the student publication, The Ohio State Makio (1887, p. 43), came to Columbus in 1871. The Faculty Minutes for September 20, 1873 (p. 3), state that "Miss Alice Williams, a new student, was referred to Professor Millikin with regard to a new study." Thus she became a member of the undergraduate body of the institution a few days after the first opening of classes in the autumn of 1873. She was also listed as a student in the Circular and Catalogue both for 1873-74 (p. 25) and for 1874-75 (p. 36).

It was on July 13, 1875, that the Trustees, no doubt on the recommendation of Professor Millikin and of President Orton, decided to appoint an assistant in the Department of English and Modern Languages at the opening of the next session, if necessary, at a salary not to exceed \$450. In his departmental report dated November 18, 1876, Millikin states (p. 54): "The Trustees have appointed Miss Alice Williams as a tutor in the department." The Treasurer's report of September 28, 1875, lists her first salary (monthly in ten increments) as \$45. According to the Annual Reports (1877, p. 26), Miss Williams had charge of Both French

classes, of one section in required English, and of one class in first-year German.

In his departmental report for 1876 (Annual Reports, p. 78), Professor Millikin emphasized the importance of a reading knowledge of the foreign languages for use in the sciences. He added that the "so-called 'Conversational Method' is not employed, and learning to speak French and German is an incident rather than an aim of the course. This is of purpose," he continued, "and according to the best college usage and authority."

Already, on May 1, 1878, under the continued urging particularly of forward-looking President Orton, the Legislature had changed the name of the infant college to that of the Ohio State University. (Pollard, p. 40). This important action in the long run greatly helped to insure the gradual broad and all-around development of the institution.

The Library in these early days and for long thereafter remained rudimentary. Faculty members and Presidents constantly urged more financial support. Professor Millikin, in addition to his other heavy duties, served also for a time as Librarian. Vigorously, he emphasized the need:

To teach English, French and German philology, with not a text of the earlier or middle period (save the one read in the class-room) accessible to the student, is like teaching geology without a fossil, or surveying without a compass. And the common editions of even such authors as

Chaucer and Shakespeare are so modernized and sophisticated by successive generations of editors and printers as to be useless for purposes of critical study, linguistic or literary."
(Pollard, p. 65).

In 1878 (Annual Reports, p. 20), Professor Millikin stated:

"The two classes in French have 14 (fourteen) members, an exceptionally small number." However, in his report for 1879 (Annual Reports, p. 27) he wrote: "To Miss Williams is due credit of [sic] a wise modification of our old method of elementary instruction in French and German." Miss Williams had added more composition with resultant better knowledge of grammar, and with better preparation for conversational use of the language. Still enrollments remained small. In the report for 1880 (Annual Reports, p.24), we read:

	1st term	2nd term	3rd term
First Year French	9	8	9
Second Year French	6	6	6

On May 6, 1881, the Board of Trustees awarded an honorary Ph. D. to Joseph Millikin by recommendation of the faculty on the occasion of his retirement (Pollard, p. 49).

On June 21, 1881 (Annual Report, 1881, p. 132), Miss Alice Williams was made Instructor in French and German. This constituted, for the time being, a department in and of itself, separate from English, since no one was hired to replace Professor Millikin, English being taught for a time in combination with history. (Pollard, pp. 22, 64). But on June 22, 1886 (Trustees' Minutes, p. 13), the French and German departments were separated and Miss Alice Williams was made

Instructor in French alone at a salary of \$1000. Ernst A. Eggers was appointed head of the German Department in July of the same year. (Pollard, Mimeographed Summary, p. 12).

The Report of the French Department for 1886 (Annual Reports, p. 47) by Miss Williams showed a large increase in enrollment, thus justifying her new appointment and the separation of French and German. First Year French had 46 students and Second Year French, 36. In 1887, she added: "There are now two sections in Second Year French: (a) one section for the Philosophy Course (Ph.B) and (b) one section for the Science Course (B.S., C.E., M.E., etc.)." But French was not included at that time for the B.A. degree; only classical languages appear.

In the Minutes of the Board of Trustees of June 20, 1887 (p. 32), Miss Alice Williams was stated to be entitled to the rank of Assistant Professor as head of a department. Later that same year, on November 22, the Trustees decided that "any person in charge of a department shall be designated as Associate Professor at least." (Trustees' Minutes, p. 37). Thus Miss Williams must have become Associate Professor at that time.

There is a photograph of Miss Williams in the Pollard History of the Ohio State University (No. 6 after page 312). It shows her with a strong, bright and thoughtful face, likely to be an able teacher.

According to the Catalogue of 1887-88 (p. 38), advanced work in French was offered for the first time as an elective

for the Ph.B. course with three hours a week in the Junior year and two hours a week in the Senior year. In the Annual Report for 1887 (p. 43), first and second year French were indicated as electives in the Junior and Senior years for the B.A. course also, in contrast to their exclusion the year before and emphasis then on the ancient languages only.

Enrollment for this year (1887) was indicated as (p. 67):

	1st term	2nd term	3rd term
First Year French	58	44	37
Second (Ph.B.)	8	8	9
Second (Sci.)	17	17	16

In the autumn of 1887 the total enrollment in the institution was 335, which decreased to 268 in the spring term, but still represented a total for the year of 401 and a gain of 11% (Pollard, p. 102). Many of these students, however, were still not of full college rank, being in the "briefer" courses or in the college preparatory course (*ibid.*, p. 100).

According to the Trustees' Minutes of November 21, 1888 (p. 16), Miss Alice Williams was granted a leave of absence for study in Europe for the year 1889-90 without salary. This leave was confirmed on June 18, 1889 (*ibid.*, p. 33). On the same date (p. 34) Miss Williams' position was filled by the election of Acting Associate Professor Benjamin Lester Bowen, who had been the preceding year Professor of French and Latin at Bowdoin College. (Pollard, p. 105).

President Scott was requested to notify Professor Bowen of his election. (Trustees' Minutes, June 18, 1889, p. 376).

At this time, before the creation of separate colleges and deans, President Scott presumably conducted all such negotiations directly himself, no doubt in longhand. Not until July 1, 1895, as his successor, President Canfield, was about to come into office, did the Board authorize the purchase of a "type-writing machine." (Pollard, p. 139). President Canfield was later described as "conspicuous at one of the prominent windows of his office, engaged in running a typewriter, at which he was an adept." (Pollard, p. 162).

On June 24, 1890, the Trustees' Minutes (p. 70) record that, for the position of Associate Professor of French Language and Literature, the name of Alice K. Williams was presented as well as that of Benjamin L. Bowen. Mr. Bowen received five votes and Miss Williams one vote. Mr. Bowen was declared duly elected and his compensation was fixed at \$1500, the same salary as Miss Williams was receiving at the time of her leave of absence.

There is no further mention of Miss Williams or of her future career. While the year-to-year contracts of the University assumed tenure, there was and has been, on occasion, no guarantee of it. Thus even the second President, Walter Quincy Scott, was dismissed by the Trustees almost without warning and was permitted to "resign" in June of 1883, having failed to win re-election of the Trustees by a vote of five to one. (Pollard, p. 79). Likewise, in 1877, when the Legislature passed a law

to require a department of mining engineering and metallurgy, but neglected to appropriate money for personnel, the Trustees felt obliged not to reappoint Professor William Colvin chosen only two years before as Professor of Political Economy and Civil Polity. (Pollard, pp. 37, 53-54). The Attorney General on Colvin's appeal upheld the Board's position.

In view of the fact that only one year after his permanent election to the department Professor Bowen required an assistant, it is unfortunate that some way could not have been found for Miss Williams to continue after her long and successful service. No doubt it was still impossible, however, for the Trustees to provide the salaries for two Associate Professors in the same field.

Chapter II

The Bowen Era
(1889-1920)

Benjamin Lester Bowen was born in Chili, N. Y., July 5, 1860. He was thus twenty-nine years of age at the time of his first appointment as Acting Associate Professor of French Language and Literature at the Ohio State University in June of 1889. He had received his A.B. degree from the University of Rochester in 1881, remained for one year there as a graduate student, and taught the following year at New Windsor College (Maryland). Bowen traveled and studied abroad at Paris, Bonn, Rome, and Madrid, perhaps partly through the summer months while a graduate student in Baltimore. He was also an assistant in French during his graduate work at Johns Hopkins where he received his Ph.D. in 1888. The following year he was Professor of French and Latin at Bowdoin College which position he held when appointed to the Ohio State University.

As is well known, Johns Hopkins at the time was unique in this country as the real fountainhead of graduate work in the modern sense. Since 1876 the great A. Marshall Elliott had fathered graduate study in Romance Languages there, his influence and his students going out to all the other major universities about the United States. Elliott had founded the professional journal, Modern Language Notes,

printing it in those early days himself on his own hand press. This monthly periodical still continues as an important collection of research articles published by the Johns Hopkins University. Elliott was also one of the prime organizers of the Modern Language Association of America, then a small group of research scholars, now grown to a huge membership of many thousands of modern language teachers all over the country.

Thus, with his doctorate from the Johns Hopkins University, Bowen had the advantage of the best and most thorough professional training which the United States could offer at the time. The emphasis, of course, was still on philology and Old French language and literature, Elliott being a specialist in the Lais of Marie de France. As for modern literature in French, Spanish and Italian, it was still thought that the student could successfully fend for himself, and many of them in fact did.

One of Bowen's first acts, as is shown by the Annual Report for 1891, was to change the name of the Department to that of Romance Languages. The languages taught were French, Italian and Spanish. The last two were offered in alternate years, Italian beginning in 1890-91 (Catalogue, 1890-91, p. 68) and Spanish in 1891-92. So far as we can tell, Bowen must at first have taught all these himself, a truly formidable task.

In the following year of 1891-92, Bowen had an assistant,

Joseph C. MacAuliffe, of whom nothing seems to be known except that he was an M.D. For two years, Wallace S. Elden, later Professor of Classical Languages, assisted Bowen in the department. Elden received, during those two years 1892-94, an annual salary of \$800 as Assistant in Latin and French. Charles A. Bruce, a graduate of the University in the class of 1895, was appointed Assistant in that same year and served until 1898, when he was given leave for study abroad, being succeeded temporarily by Murray Peabody Brush, later Dean of the College at Johns Hopkins. In July, 1899, Bruce was appointed Assistant Professor, in 1901 Associate Professor, and in 1908 full Professor which rank he retained until his death prematurely of influenza while teaching French to officers in camp at Chillicothe, Ohio, in World War I. His death came of pneumonia on April 3, 1918, after a ten-day illness, at the age of forty-seven. He had been one of the most popular and beloved of the department's professors at the time.

Bowen was advanced to the rank of full Professor in 1894 and his salary was raised to \$2000. (Trustees' Minutes, June 11, 1894, p. 169). He was a well prepared and capable teacher, better appreciated, it appears, by advanced and graduate students than by those younger. He was evidently more reserved and more austere than, for example, the popular Bruce. His colleagues on the faculty, however, must have appreciated his scholarly qualities since they

made him, in 1909-10, Chairman of the Graduate School until, the following year, in 1911, Dr. William McPherson, Chairman of the Department of Chemistry, became the first Dean of the Graduate School and served in this post until his retirement in 1936. Among Bowen's publications were: An Introduction to Modern French Lyrics (1891); First Italian Readings (1897); and an edition of Chateaubriand's Atala et René (1901).

He was also much interested in the French realistic novelist, Honoré de Balzac, and did an edition of Le cousin Pons in 1913.

During Bowen's headship, the department gradually grew with the growth also of the University. Among the important additions to the staff was that of Edgar S. Ingraham in 1903, trained in French at the University of Pennsylvania with a doctoral thesis on the sixteenth-century poet, Jean-Antoine de Baïf. Ingraham, however, later became primarily interested in Spanish, taking personal charge of this field. In 1915-16, he took a leave of absence to study under the great Spanish scholar, Charles Carroll Marden, at Johns Hopkins. His presence there while George Havens was a graduate student of French in the same department seems to have played a part in Havens' coming to Ohio State as Assistant Professor in 1919 after World War I, as Ingraham presumably suggested his name to Bowen.

An important appointment to the department was that of Walter Thomson Peirce in 1906. Peirce, after an unexplained absence for three years from 1911 to 1914, returned in that

year, had a leave of absence, probably for war service, during 1917-18, and then rejoined the department briefly for the single year of 1918-19, when he left, no doubt at a higher salary, to serve for five years at the Sheffield Scientific School of Yale University in New Haven. Peirce was a vivid and inspiring teacher, particularly interested in French classical drama of the seventeenth century. He was an effective coach of French plays given by students, and a center about whom members of the French Club grouped to improve their abilities in French conversation. Rather an exception in the department at that time, Peirce is reported by one of his former students, still enthusiastic about his teaching, as having chiefly conducted his classes in spoken French. His departure in June of 1919 was undoubtedly a real loss to the department.

One student who graduated from the University in 1915 was Don L. Demorest, then a major in English, who, however, took courses in the department, including those with Bowen and Chapin among others. After war service, first in the "Union franco-américaine" and later at the front with the United States Army in France, Demorest married a French woman who had done notable work with ill-nourished children in the devastated area, developed an absorbing interest on his part in French literature, and became Professor of French at Miami University in Ohio. He embarked on an intensive study of L'expression figurée et symbolique dans l'oeuvre de Flaubert

which, after first being accepted as a Master's thesis under the largely nominal direction of Professor Havens, grew finally into a thesis for which the great French doctorat ès lettres was awarded Demorest at the Sorbonne in Paris under the direction of the famous Professors Daniel Mornet and Ferdinand Brunot, the latter then Dean of the Sorbonne. This French doctorate is of course to be distinguished from the less exacting doctorat d'Université, much more commonly achieved by foreign students. In addition to the two theses, la grande et la petite thèse, the doctorat ès lettres requires a grueling public defense of the major thesis which lasts four hours. Demorest finally became one of the key members of the department at Ohio State in 1930, doing yeoman service as a scholar and a devoted teacher and director of theses until his retirement in 1962. In retirement, he still continues his basic research on Flaubert. His son, Jean-Jacques Demorest, equally at home in French and English, after service on the faculties of Duke and Cornell Universities, is now a leading Professor of French Literature at Harvard. The department at Ohio State may also claim him since he received his B.A. and M.A. degrees together here in 1940, before going on to his license ès lettres at the Sorbonne in Paris in 1946 and his Ph.D. at Princeton in 1949, with front-line war service and other honors too numerous to mention.

Another important appointment to the department at Ohio State was that of Robert E. Rockwood in 1911. Rockwood was

a vivid and active personality who did important rescue work in the disastrous Columbus flood of 1913, as also did Don Demorest, then an undergraduate at the University. Rockwood remained through 1912-13, then left for teaching and study at Columbia University, served vigorously on a destroyer in the Navy during World War I, and returned to Ohio State in the fall of 1919 for a long-continued and important career at the University, broken only by a leave of absence to complete his doctorate at Harvard in 1923-24 and for service again later in World War II.

During the war years and after, in 1919-20, the department increased greatly in numbers. There were nineteen on the teaching staff in this latter year, a big change from those early times of 1889-91 when Bowen served alone.

A Costa Rican by birth, Santiago Gutiérrez had been appointed in 1917 and remained until his retirement in 1944 after which he taught for about two years at Capital University before returning to his native San José. "Guti," as his friends in the department privately liked to call him, gave primarily, in addition to elementary or intermediate classes, the courses in Spanish conversation and civilization. One former student describes him as rather short, very vivacious, and quite successful "in getting us to converse largely in Spanish," as she puts it. Less able or less interested students remained, however, as always, a problem and to them he addressed the needed admonition in more surely understand-

able Spanish-English: "You ought to 'estudy' more!"

Among the appointments which were to prove lasting was that of George R. Havens in the fall of 1919. He had received his Ph.D. from Johns Hopkins in 1917 with a thesis on the "Abbé Prévost and English Literature," had served one year as Instructor at Indiana University, then after war service at Plattsburg and Camp Taylor had gone to France, following the Armistice, for work with the Foyer du Soldat, the French affiliate of the YMCA, at Poitiers, Angoulême, and finally Ham in the devastated area. Within a month of his arrival at Ohio State as Assistant Professor, Havens received an invitation to join the department at Princeton. Professor Bowen was a little piqued at this offer coming so early in the year before he had really had a chance to become acquainted with the new man. However, he visited one of Havens' classes, then decided to meet the salary proposed, and in addition offered him a promotion to the rank of full Professor after three years. (The rank of Associate Professor, formerly in existence, was not in use at that time, but was later resumed.) Under these circumstances, Havens decided to remain with the department and university which were in process of development rather than to join one that, so to speak, had already arrived. With more opportunities for responsible influence, perhaps, on future progress, this seemed the wise thing to do in spite of grave difficulties from the point of view of

library and other facilities. It proved in the end to be a wise decision. At least so it has always seemed to the one most concerned.

A measure of the less hectic pace of those days may be found in the following slight story. One of the younger professors, still without a typewriter of his own, was pounding out an article one night on the office machine in Hayes Hall, then the home of the Department, which had been moved from University Hall that very autumn of 1919. Suddenly out of the night in the silent, deserted building appeared a rosy-faced man with high cheek bones and piercing dark eyes. He carried a lantern and looked like a character fresh out of Dickens. Stopping before the man at the typewriter, the night watchman pronounced solemnly:

"Rules says, no working in the building after nine o'clock!"

Then after a due pause to let the injunction sink in and making a complete bodily about-face with his swinging lantern, he added:

"But rules says, use your own judgment."

With that, the watchman clumped off heavily into the night with his lantern, and the professor worked a while longer after hours.

With the temporary decline in enrollment of German and the increase in French during World War I, Rockwood found himself in the fall of 1919 with seventy to seventy-five

students in his advanced undergraduate course in Seventeenth-Century French Literature, a number never equalled or approached later. The class was indeed too large for greatest effectiveness. Rockwood could only lecture to this group in the big Fine Arts room on the second floor of Hayes Hall. There was little possibility of discussion, and the reading of test papers constituted a continuing and time-consuming problem. It is always unfortunate when the desired intimacy and human contact between teacher and student disappear. The modern university knows this unhappy situation only too well.

Professor Bowen must already have been an ill man. He was unable to teach the second semester, and died of tuberculosis the following summer on June 28, 1920. He lacked a few days of being sixty years of age. His son, Lansdon H. Bowen, is now Professor of Modern Languages at Thiel College, Greenville, Pennsylvania.

It is evidence of the conditions which obtained in those days that the elder Bowen, though Head of a department, never had a secretary. He wrote all his business and professional letters himself in longhand. Of course, it must be added that other professors at home and elsewhere were in the same situation so he did not have anything like as much paper work to deal with as does the modern professor, afflicted perhaps with too many duplicating machines and demands for filing in triplicate. Professor Bowen's

salary never exceeded \$3500, which in spite of the greater purchasing power of those days, was hardly munificent.

It appears, however, that he or Mrs. Bowen must have had other income since they occupied an imposing house on the then aristocratic East Broad Street, where from time to time they graciously entertained members of the department.

With the illness of Professor Bowen during the second semester of the year 1919-20, Ingraham assumed the chairmanship. Ingraham was an able teacher and administrator. He was one of the first to inaugurate here a modern approach to language teaching in his newly adopted field of Spanish with emphasis on the direct method and the student's learning to hear and to speak the foreign language from the beginning. Unfortunately, his salary, too, had always been low -- only \$2750 at the time, -- and he had three growing boys approaching the expensive age to educate. Under these circumstances, he felt obliged to accept the following summer in 1920 an invitation to become business manager of a sanitarium operated by his brother-in-law doctor in western Pennsylvania. It is true, substantial raises to \$4500 for Bowen and \$4000 for Ingraham were proposed for the following academic year, but may have come too late or been insufficient or too uncertain of actual fulfillment to change the latter's plans. A former student, who corresponded with him for a time after his departure, testifies to the complete disillusionment

over the financial side of teaching with which he left Ohio State. In any case, Ingraham's resignation was a great loss to teaching in the department and to the University at large.

Ingraham had already arranged for the appointment of William S. Hendrix, then at the University of Texas, as Professor of Spanish, and of Olin H. Moore as Professor of French and Italian, who, after several years at the University of Illinois, came from one year at Northwestern. Both of these men entered Ohio State University in the fall of 1920 and remained for the rest of their careers, adding important strength to the department.

Chapter III

The First Rockwood Administration
(1920-1926)

With the departure of Ingraham, Assistant Professor Robert E. Rockwood assumed the chairmanship. Rockwood was by nature an active, bold, and enterprising administrator. He possessed broad training in the immense and difficult field of Romance Languages, held high standards of scholarship, and drove his students hard. The good students, however, liked it and rose to the challenge. Whatever his occasional mistakes in judgment, like those of other humans, Rockwood gave strong, vivid, and effective guidance to the department.

In the fall of 1920, M. and Mme Robert Fouré were appointed to the French staff. They remained until their resignation in December of 1937 to return to their native country, M. Fouré to become "Directeur de la Maison des Provinces de France" at the Cité Universitaire in Paris. Before leaving, he had been decorated with the ribbon of the Légion d'Honneur. The decision to return home proved an untimely one since, with the outbreak of World War II, they were among those caught in the heartbreaking civilian retreat on foot overland from Paris to Bordeaux under German harassment from the air. Both survived this painful experience, however, and after the war Fouré wrote to a friend with the penetrating comment:

"Liberty is like health; you don't value it until you lose it!"

The Fourés, in addition to some elementary and intermediate classes, taught French conversation and civilization, and during the latter part of her stay here Mme Fouré gave work in French pronunciation and phonetics in which she had specialized in Paris. They were also active in the French Club, in directing French plays, and even in organizing a French House for expenses in connection with which it is not certain that they were ever completely reimbursed by the University.

Both had many friends in Columbus and in Ohio and Mme Fouré, who still lives in Paris, continues to keep in touch with America, visiting from time to time with a married daughter, Jacqueline, near Boston. A son, Dr. Jacques Fouré, a graduate of the Ohio State University's College of Dentistry, is a "dentiste américain" with an imposing office and a distinguished clientele, Boulevard Haussmann, in Paris. Among his former patients was the famous poet and essayist, the late Paul Valéry.

One Sunday afternoon, when the children were young, the family visited the too permissive household of a friend. On the way home Jacques Fouré, aged nine, made the sage remark: "Voilà un enfant bien mal élevé."

M. Fouré, who had been much in England, spoke English

exceptionally well. When ordering something to be delivered from stores in downtown Columbus, however, he had evidently learned from experience the futility of trying to teach the use of the French acute accent to the clerks. He regularly gave his name as "Mr. Four," with an "e" on the end.

One of Rockwood's less gifted colleagues, an Assistant Professor inherited from the past, remarked of the new chairman:

"Le chef est très strict," and proceeded consequently to flunk many of his students with abandon. Since he unfortunately did not know too well which to flunk and which to pass, his grades had to be revised by Rockwood himself, naturally with considerable difficulty. This situation, as one may readily imagine, did not long continue.

During the last semester of Bowen's active connection with the department, Havens had discovered that the University Library possessed no complete set of Rousseau's works in French. This was not wholly typical, since the Library did have the standard Laboulaye edition of Montesquieu in seven volumes, the Moland Voltaire in fifty-two, and the Assézat-Tourneux Diderot in twenty. It must be said also that there existed at the time no really authoritative collection of Rousseau's works comparable to those of his great rivals in French literature of the eighteenth century. When Havens went to Professor Bowen to ask if he could order a set of Rousseau in French, the latter was greatly relieved to

find that it was only the inexpensive thirteen-volume Hachette edition that was requested -- volumes on very poor paper and with eye-straining type, but commonly used until very recently as a kind of Vulgate of Rousseau solely because of their ready accessibility. The reason for Professor Bowen's feeling of relief was not hard to understand. He had at his disposal a mere \$125 per year for the purchase of new books for the Library in the whole immense field of Romance Languages. This led to another discovery. The University as a whole received only \$16,000 a year for the buying of new books and of this small total, \$5,000 went to the Law School. Thus it was evident that the departments could not possibly obtain more money until the sum of \$11,000 left for the other colleges on the campus was substantially raised.

So a campaign was initiated in 1921 to obtain larger appropriations for books and periodicals in the Library. Havens had been appointed as one of the members of the Graduate Council. Dean McPherson of the Graduate School was, of course, keenly interested in the problem and was of great help in its solution. A committee of the faculty, two from each college, making then twenty-four in all, was chosen and set to work. Wall charts were developed to show the Ohio State situation graphically in comparison with other University libraries in the country, particularly those of the Universities of Michigan, Illinois, Wisconsin and Minnesota. Dean McPherson then arranged for a conference between the committee and

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President Thompson. The group met in the Graduate School office on the second floor of University Hall, the President graciously coming up from his office downstairs. When the charts and other data had been presented along with the committee's recommendation for an appropriation of \$100,000 a year for Library books and periodicals, Dean McPherson rose and turning to the President added:

"Are there any questions you would like to ask, President Thompson?"

Dr. Thompson, with his somewhat gruff, but not unfriendly voice, replied in his usual vigorous way and not without his ready, saving sense of humor:

"No, it's very clear. Even a President can understand that!"

What probably no one there knew was that President Thompson himself for many years had been hammering the Legislature for more money for the Library and perhaps was not altogether unwilling to be pushed a bit in the right direction by the faculty. He is even said to have learned that a certain department at one time had ordered only one book, and characteristically observed that he thought "an investigation should be started to see whether they had read that book."

In any case, the result of faculty enterprise in dealing with this problem was that the Trustees, though cutting the committee's recommendation in half did allot

\$50,000 per year for Library books, a considerable advance over the \$16,000 previously available. This sum of \$50,000 continued as a standard appropriation for many years thereafter.

In 1931-32, however, a new library crisis arose when for a time no money at all was made available by the State for new books. This led to a brief article by Havens in the Ohio State University Monthly for October, 1932, under the title: "University Library in Peril." The article, accompanied by charts so that "he who runs may read," underlined the disastrous effect which this dearth of funds threatened for students, faculty, and the general standing of the University. What influence this article may have had on alumni and other opinion about the State, it is impossible to determine. Suffice it to say that this deplorable situation of the Library did not long continue.

One of Hendrix's early appointments in Spanish was that of Oscar Russell from the University of Utah, Columbia University, and many years of residence and study of foreign languages in Europe. For a short time, he supervised the teaching of elementary and intermediate Spanish, a task which Monroe was to assume for the department with great success later. Russell, an experimental phonetician by training, soon tired of this elementary work, however, and turned more and more to his specialty, finally withdrawing to establish his own Department of Phonetics on the third floor of Derby Hall. A man of unusual natural ability, whose interests spread to

physics, anatomy and all the many aspects of the production of voice, Russell, in the opinion of many colleagues, carried his views to extreme. Finally, he resigned to take a very different position at Western College for Women in Oxford, Ohio.

In 1924, Claude E. Anibal came to the department as Assistant Professor of Spanish from Indiana University. Professor Anibal's was another important appointment which was destined to last throughout his lifetime. His was a vivid, attractive personality. He was a vigorous, inspiring teacher, who covered a wide field in Spanish literature, but with particular emphasis on Spanish Drama of the Golden Age and Lope de Vega. He also had keen musical and artistic interests and almost never missed an important concert in or near Columbus. His standards of scholarship were very high, so high in fact that his own publications were not numerous, though from time to time he endeavored to point the way to perfection in lengthy and painstaking reviews. One of his perceptive graduate students was Richard Armitage whom we shall speak of again in more detail later. Armitage used to like to note the favorite words of his professors, words which seemed by their frequent repetition to sum up some important aspect of their point of view. Armitage's word for Anibal was peculiarly appropriate. It was: "precisely."

In 1923-24, Rockwood took a leave of absence to complete his graduate work at Harvard and Havens assumed the Acting Chairmanship for the year of his absence. Rockwood received

his Ph.D. in June of 1924. As is well known, Harvard has never required publication of its Ph.D. theses. Rockwood, with characteristic humor, used to enjoy depreciating his own effort by saying that he was offering a standing reward for anyone who would remove the manuscript copies of his thesis from the Widener Library at Harvard. Naturally, no one ever took this jest as more than one of Rockwood's frequent boutades.

Chapter IV

The Chairmanship of William S. Hendrix
(1926-1948)

While French, with the Department of Fine Arts, had continued in Hayes Hall since the autumn of 1919, its occupants momentarily expecting the aged building to collapse -- which, fortunately, with due reinforcement of the stairs it never has -- Spanish for a time (from 1924-29) was housed across the Oval, with the Law School, in Page Hall, and under more or less separate administration.

In 1926, Hendrix assumed the Chairmanship of Romance Languages. This led to another important appointment, that of an old friend of Hendrix's, Alexander H. Schutz, who came to Ohio State from the University of Missouri as Assistant Professor in 1927. Hendrix and Schutz had known each other at the University of Chicago where both had obtained their doctorates in what was then the great department of Romance Languages there, headed for many years by William A. Mitze. Schutz, too, was to make a lifetime career at Ohio State. One of the notable strengths of the department here over the years has been its success in retaining several of its key figures permanently, working together with harmony and with uniformly high standards over a long period of time.

Schutz's field was that of Old French language and literature, Provençal, the history of the French language, and French literature of the sixteenth century, though on occasion he

taught elementary French with equal zest and effectiveness, inaugurated Portuguese here, and even did excellent justice to Old Spanish when no specialist in that field was available. In consequence of his work in Old French, Schutz taught graduate students more constantly every year than any other member of the staff then had the opportunity to do. Moreover, Schutz gave more thought to the effective presentation of the difficult subject of Old French language than was perhaps usual at that time, and even, it may be, since. In any case, he was devoted to his students and they to him. He had the great quality of being enthusiastic, as well as able, and he communicated his enthusiasm to all his students who were capable of it.

In 1929 Professor Robert E. Monroe joined the department. He held his A.B. and his Master's degrees from the University of Michigan, had taught at Transylvania College in Lexington, Kentucky, and for several years preceding his appointment here had been organizing and conducting European tours under the auspices of Temple Tours. Havens had known him in 1919 in connection with work both had done in the French Foyer du Soldat, and this played a part in Monroe's coming to the department.

Monroe's special interest was increasing the effectiveness of elementary and intermediate language teaching. He took administrative charge of French and Spanish in this area under the Hendrix chairmanship and made an important contribution to the department in hiring personnel, in

visiting classes, and in making suggestions for good teaching. There was special emphasis on taking dictation in the foreign language and writing it on the blackboard to be corrected on the spot, on free composition again on the blackboard, and in use of the spoken language from the beginning, yet without neglecting reading. Monroe was indefatigable in receiving and counseling students in his office and encouraged the teachers under his direction to confer with all their students personally and get acquainted with them. He did much to counteract the feeling that this was a big university in which the individual was in danger of becoming lost with nobody interested in him as an individual. One student, coming from a smaller private institution in Ohio, had been warned of this very danger in transferring to Ohio State. She replied that she knew many more of both faculty and students here than she ever had at the then overburdened private institution.

Another accomplishment of the Hendrix-Monroe administration was the establishment of classes sectioned on the basis of ability. Often there were three such classes at a given hour, a fast, middle and slow section. Whatever the special qualities of patience needed for conducting the slow sections, there is no doubt of the success of this system under wise selection of teachers and supervision. One brilliant girl in an ordinary undivided class in another department told her mother:

"I don't know how the Instructor stands it with all those dumbbells and having to explain to them every day that two

and two make four!"

Her brother, on the other hand, in a fast-moving French section came home every day on top of the world. He was having a grand time and so was everybody else in the class. This young man, though not majoring in French, later went on to become a noted specialist in linguistics, a scholar of distinguished reputation today. One wonders whether he would have developed this interest if he had been condemned to the dull routine of which his equally brilliant sister complained.

While at times Monroe's enthusiasm may have run away with him, he certainly made a very important contribution to the department in an area too often neglected in the past. Monroe was ably succeeded by Professor Harry Rogers, who was assisted for a time in Spanish by the late Sheldon Robertson. Rogers later completed a full forty-four years of devoted university service by heading with easy grace the many classes in Comparative Literature. The system of supervision developed by Monroe has been inherited and is now effectively carried on, with some further improvements, by Professor Walter Meiden for French and by Assistant Professor Ralph Angelo for Spanish. Monroe's work, in a very real sense, lives after him.

In 1928 an important development took place. The old Chemistry Building on the north side of the Oval between Hayes Hall and the new Administration Building was remodeled. A third floor and a new north wing were added, nearly tripling the original size of the building. Here the departments of Romance Languages, Classical Languages, German, English, Speech, and the Department of Phonetics were ultimately housed.

The practically new building was renamed Derby Hall in honor of Samuel C. Derby, Professor of Latin and Greek on the early faculty from 1881 and first Dean of the College of Arts, Philosophy, and Science, who had died in 1921. (Pollard, p. 292, and Who Was Who in America, vol. I, 1943.)

Here in Derby Hall the foreign language departments have remained from 1929 until the present time (1969), though a move to a new Language Building on the southwest side of the campus to be named after the late Dieter Cunz is contemplated during the autumn of the next academic year. Strange to relate, however, the new building will contain only four classrooms! English had already moved a few years before to the new air-conditioned Denney Hall just north of Derby on the opposite side of 17th Avenue.

Hendrix, though much interested in research on the costumbrista movement in Spanish literature, was also concerned with vivifying and increasing the effectiveness of elementary foreign-language teaching. To this end, he had written a beginning-Spanish textbook with emphasis on the geography, manners and customs, and general civilization of Spain as the subject matter. Instead of talking about "the pen of my aunt," or "is the book on the table?" as in some of the worst examples of conversation insignificant for college students, he attempted to launch them at once into topics of adult interest, which could at the same time be treated in language, simple at first, but gradually increasing in

difficulty. Hendrix's grammar did not, however, contain sufficient exercises already prepared, but left too much to the ingenuity of the teacher. To fill this gap, with the aid and encouragement of Hendrix, was the work of a young man named Walter Meiden. So appeared the Hendrix and Meiden Beginning French: A Cultural Approach, which has gone through many revised editions to keep it up-to-date and has proved immensely successful. Meiden later did a similar book in Spanish in collaboration with Richard Armitage, now Dean of the Graduate School here. Since that time, Meiden has continued on a career of writing several other widely used textbooks in French, as well as directing the teaching of elementary and intermediate classes in the department. Thus Hendrix was influential also in launching Meiden on his career. It goes without saying that Hendrix further supported Monroe in his excellent pioneer work in organizing and guiding effective teaching in this basic area.

Meiden had been appointed as Assistant in the department during the summer of 1931 while Havens was briefly Acting Chairman. For three years, from 1943-46, Meiden taught French, German, and Spanish at the United States Naval Academy at Annapolis and received his Ph.D. degree from the Ohio State University with a thesis in the field of Old French under Schutz in December of 1945. Returning to the department as Assistant Professor in 1946, Meiden gradually rose through the different ranks to a full

professorship in 1966. His important role as Supervisor of Elementary and Intermediate French classes has already been referred to. It is an aspect of departmental work too often neglected in many institutions and in many fields. Its contribution to the success, happiness, and general welfare of students deserves to be stressed. There is no doubt that some at least of the turmoil in colleges and universities today comes from too large classes, a certain lack of concern about good teaching in many quarters, and a feeling on the part of the student that nobody knows him or cares about him as a human being.

Among the particularly original and stimulating younger instructors was Girdler Fitch. He had been brought into the department in 1930 as one of Monroe's former students at Transylvania. Fitch had an M.A. from the University of Chicago, had been a member of one of Havens' eighteenth-century classes when he taught there in the summer during the absence of E. Preston Dargan, and had studied at the famous Baker School of drama at Yale. Fitch remained at Ohio State until 1939 when he received his Ph.D. with a thesis on French drama under the direction of Demorest showing the interesting effect of changes from candles through gas light to electricity. Naturally, increased light on the stage would have a profound effect on dramatic technique, gesture, and facial expression, an effect which may too easily be overlooked. Fitch went from Ohio State to the chairmanship of modern languages

at The Citadel in Charleston, South Carolina, where, in addition to French and Spanish, he introduced and taught Russian until his retirement in 1965. At The Citadel, Fitch, as chairman of a department, ranked naturally as a Colonel, much no doubt at first to his surprise, unmilitary man that he was. He was, however, in general esteem very much a scholar, a fine teacher, and a gentleman.

The radio program in foreign languages over the University Station, WOSU, deserves especially to be mentioned. Starting with Spanish in 1930, French was added the following year. Fouré, Gutiérrez, Meiden, Cabarga, Sheldon Robertson were among those who at different times organized and conducted these programs, and all were widely popular. Robertson even for a time had annual parties on the campus at Pomerene Hall to which came radio students in Spanish from Columbus and different areas of Ohio. Mimeographed guides and indications of printed textbooks were sent out, and many listeners followed the courses with enthusiasm year after year. Occasionally different members of the senior faculty -- Demorest, Havens, Moore, Schutz, for example -- broadcast brief talks on French writers, such as Flaubert, Voltaire, Hugo, or Villon.

Among the distinguished members of the department has been Richard Armitage. A graduate of Oberlin College in 1939, Armitage received his Master's degree at Ohio State the following year, his doctorate in Romance Languages

in 1945. After teaching effectively at various ranks in the field of Spanish, he was promoted to a full professorship in 1966. His special areas of interest have been elementary teaching and Latin-American literature, the latter developed in part at least from doing a thesis in that field under the direction of Hendrix. With the collaboration of Meiden, as has been said, he is the author also of a widely used elementary grammar, Beginning Spanish, following the geographical and cultural approach inaugurated so successfully by Hendrix and Meiden in French.

Increasingly, however, Armitage has shown special interest in, and talent for, administration. After a year as Assistant Dean of the College of Arts and Sciences in 1954-55, he held a similar post in the Graduate School from 1956 to 1960, then advanced to Associate Dean in 1960, and in 1963 was chosen Dean of the Graduate School, which important post he now holds. He has, among other things, been especially interested in selecting Woodrow Wilson Scholars on both a local and national basis for the encouragement of teaching. It would be impossible to detail his many other contributions over a wide area of responsibility.

One difficulty during the years of the Depression, particularly, had been heavy teaching schedules, thirteen to fifteen class hours per week being the rule, even for senior professors carrying advanced and graduate courses, plus a

heavy load of departmental and university committee work outside. It is to their credit that they also maintained a continued program of original research and publication, as well as meeting often in conference with their students and entertaining them in their homes. Some conducted their graduate seminars occasionally at home among their books, an experience that students never seem to forget in later years, greeting a former teacher with the revealing remark:

"Oh, yes, I know you. I was in your home when I was a student."

All senior professors taught elementary or intermediate classes rather regularly -- a good thing certainly for the students, for the department, and for the teachers themselves.

Several members of the senior staff taught also from time to time at other leading universities in the summer or during the academic year, bringing back to Ohio State the benefit of different surroundings and different ways of doing, sometimes better, sometimes not, but in any case always instructive and worth keeping in mind. Needless to say also, nearly all members of the department went to Europe, particularly to France, Spain or Italy, whenever possible, improving their knowledge of people and language and carrying on research in leading libraries or manuscript collections.

Rockwood had gradually acquired an excellent personal library of early, often original, editions of sixteenth and

seventeenth-century French authors in whom he was interested. These titles were later bequeathed to the Harvard Library, the university authorities there a little surprised at the rare volumes they discovered in what they had at first regarded as just another miscellaneous collection of old books. Many of these authors were representative of those seventeenth-century "Independents" on whom Rockwood did considerable work which unfortunately remained unpublished. His courses on the Seventeenth Century and on the "Comédie de mœurs" were characteristically original and vivid.

Rockwood had been intensely interested also in the Honors' System of the College of Arts and Sciences and as Chairman of the College's Honors' Committee did much to recruit the most promising students, not only in Romance Languages, but in other departments as well. He attended all the exacting oral examinations along with representatives of the fields concerned, and with his accustomed energy and fearlessness was always a positive force in favor of the highest standards of achievement. Although not opposed to the newly established program allowing specially qualified students to obtain the B.A. and the M.A. degrees simultaneously, he always maintained that even the best of them would have done better under the regular system of continuing to take an extra year for their graduate work.

With Schutz giving Old French language and literature, Moore the sixteenth century, Rockwood the seventeenth,

Havens the eighteenth, Demorest the nineteenth and twentieth, the department had excellent coverage of the leading periods in French. In addition, Rockwood gave the "comédie de mœurs" and Havens the history of the French novel. In Spanish, Hendrix did Old Spanish, the nineteenth and twentieth centuries and later the literature of Spanish America, a heavy load in addition to the work of the chairmanship. Anibal taught the other periods, very ably, of course, with special emphasis on the drama of the "Golden Age."

After refraining from giving any Ph.D degrees in Romance Languages for many years owing to a conviction that the resources of the Library and of the departmental staff were not yet fully ready for it, the first Ph.D. in the department was awarded in 1931 to Miss Dorothy M. McGhee for a thesis on "Voltaire's Narrative Devices ... in the Author's Contes philosophiques" under the direction of George Havens. Privately printed in 1933, this study was reviewed in the Revue d'Histoire littéraire de la France, the leading French scholarly periodical in the field of French literature, and is still quoted and regarded with favor. Miss McGhee continued as teacher and department chairman at Hamline University, St. Paul, Minnesota, until her recent retirement. She has also maintained research publication in the field of the French eighteenth century and has been active in the work of the Modern Language Association of America.

The years of the Second World War were marked by the

introduction of the Army Specialized Training Program (ASTP) in the foreign language departments. This involved intensified training for small groups of specially selected students in foreign languages and in area studies in history and civilization with the cooperation of allied departments. Reichenberger and Olin Moore taught Italian; Rogers, Robertson, and Armitage gave Spanish in different quarters. It was a very demanding program with vacations of only one day at Thanksgiving, one at Christmas, and none on New Year's. The Four-Quarter System, however, showed its ready adaptability to year-round operation while the three-semester plan (an evident contradiction in terms) was quickly abandoned by most institutions once the war was over. The three-semester calendar did too much violence to the natural divisions of the seasons.

Rockwood again enlisted in the Navy, was given an appropriate send-off dinner, and then suffered the momentary anti-climax of being immediately ordered back to Ohio State to follow the special training in the sight identification of airplane and ship models flashed on a screen as developed in the Navy Recognition School by colleague Samuel Renshaw of the department of Psychology. So Rockwood momentarily marched to work every morning in uniform to Derby Hall! However, he was later assigned to sea duty and quickly learned to adapt the language of Corneille and Racine to ordering out the garbage boat in one of the harbors of Morocco.

Rockwood came out of the war with the rank of Lieutenant Commander.

Another academic recognition came to him when he was elected an honorary member of Phi Beta Kappa.

Demorest, too, performed important and very demanding war service as acting chairman of one of the two local draft boards for the University area. It was a vital function which he carried out with characteristic fairness in spite of its constant drain on his human sympathies.

During the closing years of World War II, a young French graduate of the lycée named Claude Strauss entered the University. He was properly rated a Junior as an undergraduate and, in spite of his still not altogether perfect knowledge of English, proceeded promptly to cut circles around his fellow American students in his perceptive understanding of English and American literature. He was already making a French translation of T. S. Eliot's Four Quartets. Strauss was shortly engaged by Monroe to teach elementary and intermediate French classes, and, after receiving his B.A., went on to obtain his Ph.D. degree here in 1947 with a thesis entitled, Forme du poème: Etude sur la poétique. Don Demorest, who directed his doctoral work, has rated him as the most brilliant student he has ever known. Later, Strauss joined the faculty of Brandeis University. He has been now for some years at the University in Jerusalem, Israel, drawing to himself much favorable notice

as a contemporary French poet under the pen name of Claude Vigée.

Hendrix died of a heart attack on March 22, 1948, bringing to a sudden end his active chairmanship of twenty-two years in the department. He was not yet sixty-one. For his services to increasing the knowledge of Spanish in this country, he had been honored some years before by a decoration as "Caballero" in the order of "Isabel la Católica." Although certainly not free from inevitable human problems, the Hendrix period was one of definite accomplishment, both in the elementary and advanced areas. It is not too much to say that good or excellent teaching had been the rule, not the exception, throughout the department.

Chapter V

The Second Rockwood Administration (1948-1957)

With the death of William S. Hendrix, Professor Robert E. Rockwood again assumed the chairmanship of the department. His administration was to last for nine years until his retirement in June of 1957.

By a curious coincidence, this account of departmental history becomes more difficult as we approach the contemporary period. Records, strange to relate, seem to be harder to come by and, with growth in numbers, a larger group of faculty members is involved with more frequent changes, particularly in the field of Spanish. To give all the dates of appointment, promotion, or departure would be to fall into the realm of mere statistics. To discuss each individual in the detail he merits would result in too great length. We shall, however, endeavor to give an adequate picture of what was to be a period of significant progress for the department, especially in the field of advanced and graduate work.

Charles Carlut joined the department as Assistant in 1938 during the Hendrix administration, one year after the departure of the Fourés. He was to obtain his doctorate here with a thesis on Flaubert under the direction of Don Demorest and gradually advanced through the different ranks to his present position as a full professor. He not only carried on well the work of the Fourés in conversation and civilization courses,

but later took on advanced and graduate courses in French literature for which his training had especially prepared him. In collaboration with Germaine Brée of the University of Wisconsin and with Walter Meiden he has published several effective textbooks on French civilization, language, or reading. His important study: La correspondance de Flaubert: Etude et répertoire critique, has recently appeared, issued jointly by Nizet in Paris and the Ohio State University Press here.

Professor Olin Moore, from his appointment in 1920 to his retirement in 1955, had an active career in French and in Italian as teacher and research scholar. A confirmed bachelor, he naturally frequented the Faculty Club in his leisure time and, with certain amiable eccentricities, became very much of a marked campus figure. An excellent chess player, he always drew an interested gallery of onlookers when after lunch he engaged with his opponent, Bolling, former Professor of Greek, and equally adept at this game of games. In his appreciative audience was sometimes to be found Dean Arps, then Dean of the College of Education and later of the Graduate School, himself reported to have taken on from time to time Julius Stone, banker and Chairman of the Board of Trustees.

"And how do you like that, Professor Bolling?" was Moore's humorous challenge as the two went rapidly, in the familiar early stages of the game, from move to move.

Moore had a wide range of scholarly interests, In addition

to his well known studies in Old French literature, Victor Hugo, and the French Naturalist school, his book on the French and Italian sources of Shakespeare's Romeo and Juliet and his article on Don Quijote as an unsuspected contribution to the background of Mark Twain's Tom Sawyer and his Huckleberry Finn were often cited by scholars in English and American literature. No scholar was more objective than Moore or more concerned to find the truth quite apart from personal preferences. Those who did not know him or his work well did not always appreciate him at his true value.

It was Rockwood's belief, which may seem obvious, but is not always so in actuality, that "you do not build up a strong department by letting your good men go." So his influence was constantly exerted in this direction even during the years when he was not himself chairman. Of course, he was not always successful, since sometimes the advantages offered by other institutions were of a nature not to be resisted, as we shall see. However, in such cases, he combed the country for equally able replacements or for younger men of similar promise for the future.

Stanley Sapon, active exponent of experimental phonetics and the use of the phonetics laboratory in elementary teaching, was appointed Instructor here in 1949, was advanced to an assistant professorship in 1952, and became Associate Professor in 1956. He left Ohio State in 1961, and, after several intermediate positions, is now Professor of Psycholinguistics

and Director of the Verbal Behavior Laboratory at the University of Rochester.

Gabriel Pradal came to the Spanish staff in 1947 as Assistant Professor, was advanced to the rank of Associate Professor in 1954, and died, prematurely, in 1958. Pradal's was a sensitive, poetic nature, and his death was a great loss to the department. He had published an important book on the poet, Antonio Machado, and had keen interests also in Góngora, and García Lorca. Mrs. Georgette Pradal, of French nationality, was instructor in French here. After the death of her husband she left Ohio State and, for several years now, has been established at Tufts University in Medford, Massachusetts, as an Associate Professor. Her book on the French nineteenth century philosopher, historian and prose poet, Edgar Quinet, is highly regarded. It had already begun to take shape in her mind before her departure from Columbus.

Rockwood had been impressed with Luigi Borelli, a young Italian teaching at nearby Kenyon College. He shortly persuaded him to join the department in 1949. Mr. Borelli added important strength and interest to the teaching of Italian language and literature. Later Mrs. Borelli took her doctorate in Spanish under the direction of Claude Anibal. With her fluent knowledge of French, Spanish, and Italian, she was prepared to teach well in several different areas as needed. She became especially interested, however, in the wide university service of helping graduate students to

prepare themselves to meet the language requirement in reading French. Mary Borelli performed this, which to many would have been a dull and ungrateful task, with such brilliant success that, in 1961, she was by general agreement of the committee in charge voted one of the five alumni awards of \$1000 for distinguished teaching. An account of these awards with pictures appears in the Ohio State University Monthly for March, 1961. Two years later, however, the Borellis resigned to take positions at the University of South Carolina at Columbia where Mrs. Borelli had an opportunity also to teach advanced work in Spanish literature.

The next years of the Rockwood administration were years of important appointments, those of Stephen Gilman who left only to join the department at Harvard, and, after him, of Bruce Wardropper who, after four years here, returned to Johns Hopkins, then went to an attractive position at Duke University. Both were outstanding scholars in the field of Spanish literature and brought much prestige to the department. James Doolittle was appointed in 1949 from Princeton as Assistant Professor in French, resigned in 1961 to take a chairmanship in Romance Languages at the University of Cincinnati, and is now Professor at the University of Rochester.

Among the special achievements of the Rockwood administration was the bringing to the department for brief periods, in the Summer Quarter or during the regular academic year, of a

number of outstanding visiting Professors: Daniel Mornet, Jean Seznec, Germaine Brée, Stanley Aston, Raimundo Lida, María Rosa Lida de Malkiel, Juan Castellano, José Manuel Blecua, André Delattre, Clarence Parmenter, Jorge Guillén, Ramón Sender, Henri Talon, Georgette Monnot, Maurice Coindreau, Romera-Navarro, and other famous scholars. This offered our advanced undergraduate and graduate students an unusual opportunity to work here under the direction of men or women of varied and unusual gifts, whom they would not otherwise have known at first hand. Rockwood was disappointed, however, in not having been able to attract many new students through this policy. This was due probably to the fact that, in comparison with the present, few graduate scholarships or fellowships were then available to help finance the work of advanced students in the department.

A notable course conducted by Rockwood himself was one in Bibliography. This is an unusually difficult subject to give. In many instances, it seems to degenerate largely into dull lists of reference books -- sometimes not even mimeographed, but read aloud to the infinite boredom of students. But Rockwood gave this course by the case or problem method with his students going to the Library and getting experience directly at first hand after receiving his general directions. Sometimes he varied the program by inviting other members of the department to come in and give the class the benefit of their special experience. It is

doubtful if anywhere such a course in Bibliography has ever been presented with quite the enthusiasm, originality, and effectiveness which Rockwood imparted to it. One of his ablest students, now an Assistant Professor here, testifies to the great value of the course to him.

"We worked our heads off for it in the Library," he added. This was naturally in spite of Rockwood's warnings to limit the time spent on his course to a reasonable number of hours.

A year before the date of Rockwood's retirement, sensing the uneasiness of his colleagues about a choice of his successor, he appointed a committee to make recommendations on the subject. This committee consisted of three members: Demorest, Armitage, and Havens, Chairman. After many letters about the country seeking suggestions and much discussion, with necessary, if difficult, discounting of some recommendations, the committee finally presented for consideration three names to the Department, comprising members of all ranks holding tenure. The final decision, after visits here of all those suggested, resulted in the selection by secret ballot of Professor James C. Babcock, then Chairman and Professor of Spanish at Dartmouth College. He had formerly had much committee experience also at the University of Chicago. As a result of this early selection of Rockwood's successor, his judgment was vindicated in that the feeling of his colleagues was one of much more ease and confidence about the future.

It is noteworthy that, during the Rockwood years, the Keniston report in 1957 rated the department here as among the first ten in graduate work in Romance Languages about the country.

Chapter VI

The Chairmanship of James C. Babcock
(1957-1966)

With the retirement of Rockwood in June of 1957, James C. Babcock joined the department immediately during the quarter following, though he did not actually begin the work of administration until autumn. Rockwood had considerably made this arrangement so that, through extra pay for teaching in the Summer Quarter, his successor might find the expenses of moving from Dartmouth appropriately eased. Havens, as Acting Chairman for this brief interlude, did the obvious thing by arranging shortly for a get-acquainted chat between President Fawcett and Babcock in the former's office.

While on the staff of the University of Chicago, Babcock had been honored by selection as distinguished teacher of the year in the humanities and recipient of a \$1000 prize, one of three established annually in the sciences, the social sciences, and the humanities by the late Ernest E. Quantrell.

The Babcock administration, which lasted for nine years, until 1966, when he retired from administration and concentrated again on teaching, was marked by several retirements, resignations, and consequent new appointments. These changes necessarily were due to circumstances and were not generally within the choice of the chairman.

Charles Blend, one of our own able Ph.D. students, resigned

in 1962 to become Chairman at the University of North Carolina at Greensboro, then went later to a similar position at Michigan State University. He had done a significant thesis under the direction of Don Demorest on the Humanism of André Malraux, the contemporary French novelist and thinker. This thesis was approved by Malraux himself in an interview in Paris and was later published by the Ohio State University Press. Pierre Léon, who had been Assistant Professor with special emphasis on French pronunciation and phonetics, yielded to the attractions of a shorter term, more time for research, and other advantages offered him at the University of Toronto where he is doing notable work in his field. Kenneth Scholberg, in Spanish, joined his close friend, Charles Blend, at Michigan State. Juan Loveluck, Associate Professor of Spanish, went to the University of Michigan. Elias Rivers, from Yale and Dartmouth, joined the department in Spanish, received a Guggenheim Fellowship, then, after three years, went to Johns Hopkins, succeeding another former member of the Ohio State Faculty there, Carlos Blanco. Blanco, after aiding the development of important students like Martha Frosch of our department and Hugh Harter, now Chairman of Romance Languages at Ohio Wesleyan, had gone to the University of California at Riverside, then made the long move across the country to Johns Hopkins, and now is back in California at La Jolla. It was while at Ohio State that Blanco published two of his important books, El Unamuno contemplativo and La poesía de E. Prados. All of these resignations, while distinct losses

to Ohio State, are to be explained by the fact that they represented promotions or special advantages which the men in question felt they could not refuse.

In addition, through the natural course of events, Havens retired in 1961 after forty-two years of service here, Demorest in 1962, and Schutz on account of illness in 1963. Thus the long and close associations of these three men together in the teaching of French language or literature were brought to an end in successive years. Havens had been especially interested in furthering the development of the University Library and had served for many years on the Library Council. He had worked also for the establishment of a University Press and, after it was at length begun early in the administration of President Fawcett, was a member, until his retirement, of the Editorial Board which acted under the able chairmanships, first of Everett Walters, then of Richard Armitage, successive Deans of the Graduate School. Havens and Demorest were both elected to several terms on the Faculty Council. Demorest was a member of the important faculty committee which conferred with President Bevis and the Trustees over the puzzling problems of the Darling case. Schutz served for two five-year terms on the Publications Committee of the Modern Language Association of America where he had to make many difficult decisions, involving rejection, as well as acceptance, of research articles, some of them by men of considerable

reputation who thought their work at times sounder than it really was.

Havens, with Donald Bond of the University of Chicago, had been editor of Volume IV of the Cabene Critical Bibliography of French Literature, The Eighteenth Century, published in 1951 by the Syracuse University Press. Schutz performed a similar task for Volume II, The Sixteenth Century, and Demorest has recently completed an important section on Flaubert for one of the two forthcoming volumes on the nineteenth century.

One American scholar working in the British Museum Library in London has testified to the well worn appearance of the volumes on the shelves there, showing them to be much used. A British professor has praised them highly. They have been much quoted as authoritative in France as well as in this country. One of our former graduate students, studying at the Ecole des Chartes in Paris, reports that Mlle MacIès, leading professor of bibliography there, referred often with favor to the eighteenth-century volume, which had then just appeared, while at the same time expressing her astonishment that such a volume should have been done in the United States, not in France!

Havens received an honorary degree of Doctor of Humane Letters from the University of Michigan in 1959. The citation contained a special mention of his book on the French eighteenth century, The Age of Ideas. A similar degree was conferred on him by the Ohio State University in 1964 after his retirement. All of these recognitions obviously redound

to the honor of the department as well as to the individuals concerned, and this is the justification for their mention here.

An important appointment made by Professor Babcock was that of Mrs. Eleanor Bulatkin, who, with her doctorate from Johns Hopkins, came from the University of Maryland in 1961 to teach particularly in the field of Old French language and literature. Mrs. Bulatkin had been a Fulbright lecturer at the Spanish Linguistic Institute Caro y Cuervo in Colombia during 1960-61 and published the year following a penetrating study of the poet Hernando Domínguez Comargo. Of particular significance to the department also has been the coming here of Hugh M. Davidson, who left the chairmanship at Dartmouth to join the department here as Professor of French Literature in 1962. His book on seventeenth century French rhetoric has been published recently by the Ohio State University Press. It will be followed by a similar volume on the eighteenth century. Davidson has been sought for positions at several prominent universities, but, we are glad to say, is still at Ohio State. Another important appointment has been that of Paul Pimsleur to the Listening Center which, with the cooperation of Meiden and Angelo, adds much to the effectiveness of their direction of language teaching in the elementary area. With the help of Vice President Carson, additional listening booths have been built in the main Library, in the Ohio Union, in University Hall, and in some of the dormitories, fraternities, and sororities. These facilities are a great contribution to improvement of pronunciation

and of understanding the foreign language when it is spoken.

Juan Avasle-Arce, from Buenos Aires, after a Ph.D. from Harvard in 1955, joined the department that same year as Assistant Professor and was promoted to an Associate Professorship three years later. Avasle-Arce quickly established for himself an unusual reputation as a research scholar in the field of Spanish literature with special emphasis on the pastoral novel. In 1961, however, he left Columbus to become a member of the faculty at Smith College in Northampton. A special attraction in his case was the opportunity to reside frequently in Madrid as director of the Smith College students studying Spanish there. He is, however, leaving Smith College this next academic year for a position at the University of North Carolina where there will be no doubt more opportunity to work with graduate students.

Mrs. Martha Morello Frosch, one of our own students, was appointed to the Spanish staff as a Graduate Assistant in 1951. She was invited to the faculty of the University of Rochester in 1966, but, we are glad to say, has elected to stay here. She now ranks as Professor with special interest in Latin-American literature and a number of excellent publications to her credit. She also serves as Chairman of the important Graduate Committee of the Department.

David Griffin in 1961 was another significant addition to the Professors of Spanish here. His field of specialization is Spanish and Romance Linguistics with particular emphasis on Arabic influence on Old Spanish.

Pierre Astier came to the French staff in 1963 and has at once shown himself to be an able and inspiring teacher. With a B.A. from Amherst College and an M.A. and a Ph.D. from Brown University, he has an excellent knowledge of English as well as of his native French. His special interest is the modern French novel on which he has recently published a book in Paris.

Albert Mancini, with degrees from the Universities of Padua and of Naples and a Ph.D. from the University of California (Berkeley), adds important strength to the field of Italian literature.

With him is associated Anthony K. Cassell, Assistant Professor of Italian, first appointed to the staff here in 1967. He holds his B.A. degree from the University of Toronto, his M.A. and his Ph.D. from Johns Hopkins, his field of specialization being Medieval Italian.

Margarita Levisi from Argentina received her Ph.D. from the Ohio State University in 1964 and joined the department two years later with the rank of Assistant Professor. She is now an Associate Professor of Spanish with a special interest in the seventeenth century writer, Quevedo.

Aristóbulo Pardo, who holds his B.A. and his M.A. degrees from Bogotá, received his Ph.D. from Ohio State in 1966. He is now an Associate Professor with particular interests in Romance Philology, Spanish Phonetics and Medieval Literature.

Other members of the present staff could be mentioned with favor, but it would be like calling the roll to include them all.

Sufficient to say that the chairmanship of Babcock was marked by important new appointments as well as by the retirement of older members of the departmental staff.

During the Babcock administration an important change permitted by the larger enrollments in advanced courses was the long-desired separation of undergraduate and graduate students so that better attention could be given to the special needs of each group. New courses for this purpose were inaugurated beginning with 1963-64 and have continued with good results since. More emphasis has been put also upon the Ph.D. program.

Another significant development was the introduction into the University Library of a blanket-ordering system of new books of literature and literary criticism of importance in the contemporary period. This procedure saves a very great amount of time and effort by avoiding an infinite number of separate, individual orders, and at once ensures a very complete coverage of departmental needs promptly as soon as the books are released by publishers. Other universities also are taking advantage of this excellent service.

In view of the small beginnings of the University Library many years ago -- a situation of which Professor Millikin, for example, complained bitterly, -- it is interesting to record the number of volumes in the fields of the Romance Languages, Hebrew, and Arabic at present, that is, as of May 27 this year. They are as follows:

	LANGUAGE	LITERATURE	TOTAL
French	3,500	53,625	57,125
Spanish	2,500	30,875	33,375
Italian	875	11,500	12,375
Portuguese	3,875		3,875
Hebrew	3,250		3,250
Arabic	2,625		2,625
TOTAL			112,625

Yet to make an exact estimate of departmental holdings is hardly possible. The above table, for example, does not include the many books already in the Library, but not yet listed in the Catalogue. It does not take into account those in other fields such as education, history, philosophy, the social sciences, etc., which have special relevance also to Romance Languages.

Thus Rousseau's Emile is a basic contribution to education, his Contrat social to political science, and they are naturally discussed at length in those fields, as well as in books dealing with French literature. Many other illustrations might be given. So it is only with such overlapping titles that we are concerned here, not with the vast number which have merely an incidental bearing on our area.

Our table omits likewise general periodicals which contain articles in our field. Similarly, in the case of multi-volumed sets, only an approximate figure can be listed. Thus the above table should not be regarded as final or conclusive. It does, however, represent an impressive development, the result of hard and intelligent effort over a long-continued period of time.

Chapter VII

The Chairmanship of Eleanor Bulatkin
(1966-)

With the retirement of Babcock from administration, the Department, in 1966, elected Mrs. Eleanor Bulatkin as chairman.

Mrs. Bulatkin has shown energy, good judgment, and rare imagination in the difficult task of administering and adding new strength to the large staff under her direction. Now that she herself has been drawn more and more completely away from her preferred field of teaching and research, she was able to secure the services of Visiting Professor Hans Keller in Old French during the past Autumn Quarter. Fortunately also, Professor Keller has now been persuaded to become a regular member of the department next year. Other important additions have been those of Robert Cottrell as Associate Professor of French from Amherst College and of Charles Williams as Assistant Professor with a doctorate pending at Yale. These two men give major attention to the fields of sixteenth century and seventeenth century French literature respectively. Sanford Ames, appointed in 1967 as Assistant Professor, teaches especially twentieth century French literature.

Robert Mitchell, our one negro member of the department at present and one of our own able Ph.D.'s, with a thesis on Voltaire's tragedy of Mahomet directed by Havens, has devoted himself vigorously to teaching both undergraduate and graduate students in several different areas. He was to have been advanced next year to an Associate Professorship, but has

decided he needs the stimulus of a change of scene from his home institution. He will go therefore to a similar position next year at the University of Pittsburgh. His departure will be a loss felt severely by the department, both as a man and as a teacher. This compels Mrs. Bulatkin to look for a suitable replacement. She is also concentrating attention now on important further appointments in Spanish. With the highly competitive situation in university teaching at the present time, this will not be easy, but several promising new members are already engaged to join the staff next year. Among them are: John A. Kerr, Jr., from the University of Wisconsin, for Portuguese which he speaks, along with English, as a native language; John M. Bennett, from the University of California at Los Angeles, for Latin-American literature; and Esteban Egea, formerly a Graduate Assistant here, who holds his M.A. from Ohio State and his Ph.D. degree from Harvard. His special field of interest is Spanish linguistics.

Significant and perhaps unexpected additions to language offerings have been those of Arabic and Hebrew, put under the direction of the department at present for administrative purposes, Arabic under Assistant Professor Cadora and Hebrew under Mr. Mashiah, who will be promoted to an Assistant Professorship next year.

The department is honored, not only by its faculty, but by its students. There are many who should be mentioned, others perhaps who are passed over because we happen to be less familiar with their record.

Dorothy McGhee, Jean-Jacques Demorest, Robert Mitchell, Charles Blend, Girdler Fitch, Walter Meiden, and Charles Carlut have been spoken of previously. Arnold Reichenberger now holds an important professorship of Spanish at the University of Pennsylvania. Jeanne Monty, Associate Professor of French at Tulane, has made an unusual record of significant publication and teaching. She now holds a Guggenheim Fellowship for a book-length study of the novels of the Abbé Prévost. Alessandro Crisafulli has been for many years Chairman of the Department of Romance Languages at Catholic University in Washington, D.C. Douglas Bonneville is Associate Professor at the University of Florida in Gainesville where he is teaching advanced courses, directing graduate theses, and actively publishing studies in his field of eighteenth-century French literature. Arnold Ages, with untiring work as a research scholar, has advanced rapidly to a professorship of French at the University of Waterloo in Canada. Such has been the case also with Anthony Zahareas, Professor of Spanish at New York University, former holder of a Mellon Fellowship at Pittsburgh and of a Guggenheim Fellowship.

William S. Price, after many years as Chairman of the Department of Romance Languages at the University of Tulsa, Oklahoma, recently retired to live in Charleston, South Carolina, where he formerly taught at The Citadel. He did a thesis for his Ph.D. degree here under Don Demorest on the contemporary French novelist, Jean Giono. Later he visited extensively with Giono and the two got on together famously, though, perhaps through an excess of discretion, Price has never published the results of their

conversations. No doubt, by submitting his manuscript to Giono, he could have made his findings available without violating any confidences.

Charles Hockett, though never a major in our department, has gone on to a Ph.D. at Yale and is now a distinguished linguist at Cornell University. Bonner Mitchell, Professor of French and Italian at the University of Missouri, received his Ph.D. here in 1958 with a thesis directed by Demorest. Since then, Mitchell has had an active career in research and publication on the subject of French literary theory in the nineteenth and twentieth centuries which has been reviewed favorably. Stephen Ackerman, Professor of Spanish at the University of South Carolina, has been Director of the work of Honors' students for the College of Arts and Sciences there. Karl Selig, at Cornell, Ramon Rozzell, now Chairman of department at the Arkansas State Teachers' College at Conway, and Gerald Wade, Professor until his recent retirement at the University of Tennessee, at present Professor at Vanderbilt University, have all been active in research as well as in teaching. Karl Selig has been several times in the last years Visiting Professor here at Ohio State where he received both his B.A. and his M.A. degrees. Gilles de La Fontaine, not unnaturally perhaps, seems to have been attracted to the seventeenth-century French poet, Jean de La Fontaine, on whom he did an excellent doctoral thesis under the direction of Davidson. This thesis has been published recently in Canada. Its author is now on the French staff of the University of Massachusetts at Amherst.

Joe B. Cox, after an M.A. thesis on Voltaire's prose tale of Micromégas, which but for the war would probably have been published, went on to service as interpreter with the army in North Africa, Italy, France, and Germany. Later he became American Consul at Strasbourg and has recently been observed by Dean Armitage as Head of the German Desk at the State Department in Washington.

It is an honorable roster which might be extended.

After what were naturally at the beginning small enrollments in the University and in the Department nearly a century ago, it will be of interest to note the situation in the Autumn Quarter of 1968. The figures are as follows:

French	1,738
Spanish	2,130
Italian	296
Portuguese	33
Hebrew	75
Arabic	25
Romance Linguistics	4
	<hr/>
	4,301

There were at this reporting 67 undergraduate majors in French and 64 in Spanish in this Department. At the same time, there were approximately 105 undergraduate majors in French and 135 in Spanish in the Foreign Language Education Department.

Of graduate students, there are 39 M.A. candidates in French and 34 in Spanish. The doctoral candidates number 49 for the Ph.D. degree in French and 26 for the Ph.D. degree in Spanish. The increasing numbers of graduate students have naturally made necessary a further development of the advisory system so as to ensure that each student has an opportunity to consult with the

faculty member best suited to counsel in the special field of the student's interest.

It is to be noted also that, continuing perhaps a tendency developed during World War II, the group of professors interested in Latin-America, has formed a standing committee to work in area studies with those of similar interests in departments of history, economics, etc.

In the case of the coming to the Department from quarter to quarter of a greater number of distinguished visiting lecturers, arrangements have been made also for opportunities to confer with them on the part of students -- always a memorable experience as the present writer well knows from having the similar privilege years ago, while a graduate student embarking on his thesis, of meeting in similar fashion with the great Gustave Lanson.

A larger number of well prepared students in French or Spanish entering from high school has led to the development of more intermediate courses in literature planned specifically for their needs. Such students then become naturally better prepared also for the more advanced courses which follow.

The French House, the Spanish House, and the various language clubs offer additional opportunities for students to increase their ability to understand and to speak the foreign language of their special interest. Spring tours to France, Spain, or Spanish America with particular emphasis on literature or the theater or some aspect of cultural life offer a welcome change from ~~the~~ kind of travel which is often a mad rush from place to

place with no opportunity for real knowledge of people or language.

It remains simply to add that during the nearly a half-century since the departure of Professors Ingraham and Bowen, the department has been admirably served by a long line of secretaries and assistants to the chairman without whom the work of teaching and administration could hardly be conducted. Particularly notable in this connection have been Mrs. Helen McElhatton, Mrs. Mary Jane Rodríguez, Miss Emma Celhay, and Mrs. Ethel Litzinger. Machines save work, but they also produce it. Unless properly guided and controlled by an able office staff, machines and multiplying paper work threaten to engulf humanity. It is the business of a good secretariat to prevent this from happening, to ensure that man, or woman, still remains master of the machine.

One further thing should be said. In this long narrative of ninety-six years from 1873 to 1969, it is no exaggeration to state that good teaching, both in the elementary and in the advanced areas, has been a major aim. Naturally, this goal has been attained with varying degrees of perfection, depending very much on the personal qualities of different members of the staff. First of all, deep concern for the problem and earnest thought about it are obvious essentials for success. Another is a constant effort to recruit people, from the rank of Assistant to that of Professor, with those elements of personality necessary for effective work with students. The department believes whole-heartedly in the value of research and the best scholarly attainment. At the same time, it holds firmly to the conviction

that research must not lead to neglect of teaching. Between these two equally worthwhile objectives, there is no necessary warfare. On the contrary, good scholarship supplements and leads to the best teaching, which is constantly vivified by new knowledge.

APPENDIX

HISTORY OF THE DEPARTMENT OF ROMANCE LANGUAGES
AT THE OHIO STATE UNIVERSITY

Supplementary Information

by

Mary Lynne Flowers

Ohio State University

1969

APPENDIX

The supplementary material in this Appendix consists of information collected from the University Archives and from the O. S. U. Collection of the Library in preparing the History of the Department of Romance Languages. This particular material was not, however, used in the actual text of the History.

The chapters of the Appendix correspond to those of the text. Within the chapters, the material is divided into Changes in Courses, Faculty, and Enrollment. Any other information is found under a separate heading.

Bibliography

The following is a list of sources consulted in preparing the Appendix together with the abbreviated forms used below [in brackets].

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Chapter I

Early Years
(1870-1889)

Chairmen: Joseph Millikin, 1873-81
Alice K. Williams, 1881-89

All available information on the Early Years has been included in the text of the History.

Chapter II

The Bowen Era
(1889-1920)

Chairman: Benjamin L. Bowen

Changes in Courses

(Unless otherwise noted, courses were first taught in the same year as they were first listed in the Catalogue.)

1. New course of study (1890-91) leading for the first time to a degree of Bachelor of Philosophy in Modern Languages. This represented a substitution of French (three years) and German (four years) for Latin and Greek.
(Faculty Minutes, Dec. 17, 1890, p. 357; Catalogue, 1890-91, p. 35.)
2. ITALIAN (one year) first offered in 1890-91.
(Annual Report, 1891, p. 59.)
3. SPANISH (one year) first offered in 1891-92.
(Annual Report, 1892, p. 65.)
4. Bowen's book, Introduction to Modern French Lyrics, used in Sophomore French course (second year).
(Catalogue, 1892-93, p. 107.)
5. Complete renumbering and relisting of courses, 1896-97.
(Catalogue, 1896-97, p. 127.)

French: First Semester
Elementary French
Science Reading
Modern French Literature
Classical and Romantic Drama
French Comedy: Molière, Regnard, Beaumarchais
French Tragedy: Racine and Voltaire
French Literature before the 17th Century
(not offered 1896-97)

French: Second Semester
 Modern Prose and Plays (Elementary French continued)
 Science Reading (continued)
 Modern French Literature (continued)
 Advanced Prose Composition
 Chateaubriand and Precursors of the Romantic Movement
 Contemporary French Writers
 (not offered 1896-97)

Italian: First Semester
 Grammar and Reading

Second Semester
 Goldoni and Dante

Spanish: First Semester
 Grammar and Reading (not offered 1896-97)

Second Semester
 Calderón and Cervantes (not offered 1896-97)

6. Seminars in French first listed in 1900-01.
 (Catalogue, 1900-01, p. 163.)
 first taught in 1901-02.
 (Annual Report, 1902, p. 48.)

7. Second year Spanish listed in 1900-01.
 (Catalogue, 1900-01, p. 163.)
 first taught in 1902-03.
 (Annual Report, 1903, p. 63.)

8. In 1904-05, the following listing appears: "Graduate Courses. Courses arranged at the beginning of each year to meet the needs of individual graduate students."
 (Catalogue, 1904-05, p. 223.)

[N.B. Enrollment figures (Cf. p. 11, below) indicate that there were some graduate students in the department at this time.]

9. Specific graduate courses were first listed in 1907-08.
 (Catalogue, 1907-08, p. 269.)

Introduction to Romance Philology
 first taught in 1913-14.
 (Annual Report, 1914, p. 165.)

Old Provençal
 first taught in 1916-17.
 (Annual Report, 1917, p. 112.)

History of the Literary Movement in France in the First
 Half of the 19th Century
 first taught in 1916-17.
 (Annual Report, 1917, p. 112.)

10. More complete course offerings in Spanish and Italian listed in 1909-10.
(Catalogue, 1909-10, pp. 334-5.)
- Spanish: Elementary Spanish (two courses)
Modern Spanish Literature (two courses)
Cervantes, Don Quixote
first taught in 1910-11. (Annual Report, 1911, p. 157.)
Lope de Vega and Calderón
first taught presumably in 1912-13.¹
(Annual Report, 1913, p. 132.)
- Italian: Elementary Italian (two courses)
Italian Novel
first taught in 1910-11. (Annual Report, 1911, p. 157.)
Dante
first taught presumably in 1911-12.²
11. Additions listed in 1912-13.
(Catalogue, 1912-13, p. 367.)
- Spanish: Novel after Cervantes
first taught in 1913-14. (Annual Report, 1914, p. 165.)
Contemporaries of Lope de Vega and Calderón
first taught in 1913-14. (Annual Report, 1914, p. 165.)
12. Additions listed in 1914-15.
(Catalogue, 1914-15, pp. 326-9.)
- French: French Drama divided: 17th Century
18th Century
added: 19th Century
Teaching of French
- Spanish: Pastoral Novel and Romance of Roguery
first taught in 1917-18. (Annual Report, 1918, p. 98.)
Commercial Reading and Correspondence
first taught in 1915-16. (Annual Report, 1916, p. 125.)
- Graduate: Old Spanish
first taught in 1919-20. (Annual Report, 1920, p. 210.)

¹Since the Annual Report, 1912, was lost and, therefore, never published, it is impossible to know whether this course was taught in 1911-12.

²Since the Annual Report, 1912, was lost and, therefore, never published, it is impossible to know for certain whether this course was taught in 1911-12. However, the course was not taught either 1909-10 or 1910-11 or 1912-13. It seems logical to assume, therefore, that this course (Dante) alternated with Italian Novel and was given in 1911-12.

13. Summer School first offered in the department in 1915.

(Catalogue, 1914-15, p. 327.)

Elementary French (two courses)
Recent French Prose
Practice in Speaking and Writing French
French Seminar A
Teaching of French

Elementary Spanish (one course)

14. Additions listed in 1916-17.

(Catalogue, 1916-17, pp. 387-90.)

French: Old and Middle French
first taught in 1919-20.

(Annual Report, 1920, p. 210.)

Graduate: 19th Century French Lyric
first taught in 1918-19.

(Annual Report, 1919, p. 102.)

Seminary in Molière
never taught³

Seminary in Molière and his Successors
never taught³

Seminary in French Literature
first taught in 1918-19.

(Annual Report, 1919, p. 102.)

15. Additions listed in 1917-18.

(Catalogue, 1917-18, p. 398.)

Spanish: Teaching of Spanish
first taught in 1918-19.

(Annual Report, 1919, p. 102.)

Advanced Conversation and Composition
first taught in 1918-19.

(Annual Report, 1919, p. 102.)

16. Additions listed in 1918-19.

(Catalogue, 1918-19, p. 405.)

French: French Phonetics
first taught in 1919-20.

(Annual Report, 1920, p. 210.)

Review of French Syntax
first taught in 1919-20.

(Annual Report, 1920, p. 210.)

³According to the Annual Reports, which list enrollment for each course during this period, these two courses on Molière and on Molière and his Successors were never taught.

Faculty

Additional information on major members of the faculty

1. Benjamin L. Bowen
 - a. Charter member of Epsilon chapter of Phi Beta Kappa.
(Mendenhall, p. 181.)
 - b. Resolution after the death of Professor Bowen by the faculty of College of Arts:

...Professor Bowen's work was coincident with the greatest growth of the University. His fidelity to the highest ideals of the scholar and the professor is attested by the strength and character of the department which he built up, by the breadth of its curriculum and the quality of its faculty and its students.

(Mendenhall, p. 45.)
 - c. Title of doctoral dissertation: "Contributions to Periphrases in the Romance Languages." (at Johns Hopkins University)
2. Charles A. Bruce
 - a. Secretary of the College of Arts, Philosophy and Science, 1905-09.
[He signed all the reports of the College to the general faculty for this period.]
 - b. Resolution after the death of Professor Bruce, by the faculty:

...very marked and unusual ability as student of French and Italian.

...As a teacher, Professor Bruce was notably successful. His methods were quiet but thorough, his manner firm but persuasive. While insisting on sound work he was careful, patient, and devoted. He was able to arouse and hold, to an unusual degree, the confidence and affection of his students. He was their friend and advisor as well as their instructor. His friendliness and personal interest were felt by every member of his large classes. As a teacher of French he was one of the most valuable that the University has had.

Into all of his duties he carried a spirit of cheerful service. His influence was always wholesome; his courtesy to colleagues and students was unflinching; he had a gift for friendship which endeared him to all. He has left an example of Christian character and fine manhood.

(Faculty Minutes, April 8,
1918, p. 117.)

3. Theodore E. Hamilton
 - a. Appointed Assistant Professor at \$ 1200, in 1909.
(Trustees, Oct. 29, 1909, p. 35.)
 - b. Background: A.B., Harvard, 1899
A.M., University of Missouri, 1900
Ph.D., Ibid., 1908

Instructor, University of Illinois, 1903-06
Instructor, University of Missouri, 1907-09
(Catalogue, 1909-10, p. 35.)
 - c. Title of doctoral dissertation: The Cyclic Relations of the Chanson de Willame, University of Missouri, 1911.
 - d. Emeritus Assistant Professor, effective September, 1939.
(Trustees, July 10, 1939, p. 24.)
4. Edgar S. Ingraham
Charter member of Epsilon chapter of Phi Beta Kappa.
(Mendenhall, p. 181.)
5. Walter Thomson Peirce
Title of doctoral dissertation: The Bourgeois from Molière to Beaumarchais, introduction and conclusion published in Columbus, 1907.

Faculty not mentioned in the text

1. Charles Roger Watson
 - a. Assistant in French and Latin at \$ 600, 1894-95.
(Trustees, June 6, 1894, p. 170.)
 - b. Declined re-election to become instructor of French at Princeton University.
(Annual Report, 1895, p. 29.)
 - c. "one of the most popular teachers the University has ever had."
(Annual Report, 1895, p. 29.)
2. John Davis Batchelder
 - a. Assistant Professor at \$ 1200, 1901-03. (from University of Iowa)
(Trustees, May 16, 1901, p. 44.)
 - b. Background: A.B., University of Vermont, 1894
LL.B., Minnesota, 1896
(Catalogue, 1901-02, p. 19.)
3. Mary Haskell
 - a. Instructor at \$ 1000, 1905-07.
(Trustees, June 20, 1905, p. 66.)
 - b. Background: A.B., University of Nebraska, 1899
A.M., Ibid., 1900

Instructor, State University of Pennsylvania, 1904-05
(Catalogue, 1905-06, p. 30.)

4. Alfred Ewington

a. Instructor at \$ 1000, 1907-09.

(Trustees, June 18, 1907, p. 69.)

b. Background: A.B., McKendree College, 1897
A.M., Ibid., 1898

Assistant Professor, University of Kansas, 1902-03
Instructor, Washington University, 1903-07
(Catalogue, 1907-08, p. 33.)

5. Vittorio Falorsi

a. Instructor at \$ 1000, 1908-11.

(Trustees, Oct. 9, 1908, p. 15.)

B. Background: D.L., Istituto di Studie Superiori, Florence, 1904

Professor, Collegio Massimo D'Azeglio,
Florence, 1904-08

(Catalogue, 1909-10, p. 38.)

6. George S. Chapin

a. Instructor at \$ 1200, 1910-20.

(Trustees, June 16, 1910, p. 66.)

b. Background: B.A., Bowdoin College, 1893

Principal, Ohio State School for Blind, 1904-10
(Catalogue, 1911-12, p. 47.)

c. Advanced to Assistant Professor, 1913.

(Trustees, July 24, 1913, p. 13.)

7. Otto F. Bond

a. Assistant at \$ 600, 1911-12.

(Trustees, June 12, 1911, p. 46.)

b. Background: B.A., Clark College, 1907
M.A., Ohio State University, 1912

(Catalogue, 1913-14, p. 49.)

c. Advanced to Instructor at \$ 1000, 1912-13.

(Trustees, June 28, 1912, p. 75.)

8. Bertha Peele Arthur

a. Instructor at \$ 500, 1912-13.

(Trustees, June 28, 1912, p. 75.)

b. Background: B.S., Wilmington College, 1894
B.A., Ohio State University, 1907

Instructor, Wilmington College, 1907-12.
(Catalogue, 1912-13, p. 49.)

c. Reappointed Instructor with M.A., 1913-33.

(Trustees, July 24, 1913, p. 187.)

9. Howard Floyd Dunham
 - a. Instructor at \$ 1000, 1913-14. (Trustees, July 18, 1913, p. 13.)
 - b. Background: B.A., Dartmouth, 1911
 Instructor, Ohio Wesleyan University, 1912-13.
 (Catalogue, 1913-14, p. 54.)
10. Jay Karl Ditchy
 - a. Instructor at \$ 1000, 1913-17. (Trustees, July 18, 1913, p. 13.)
 - b. Background: A.B., University of Michigan, 1911
 A.M., University of Illinois, 1913
 (Catalogue, 1913-14, p. 54.)
11. Alexander Parks Moore

Instructor at \$ 1200, 1913-17. (Trustees, Oct. 20, 1913, p. 39.)
12. Leopold Cardon

Instructor at \$ 1200, 1915-18. (Trustees, June 15, 1915, p. 112.)
13. Ph. Teixido de Berriz

Instructor at \$ 1200, 1916-17. (Trustees, May 2, 1916, p. 137.)
14. Stephen Caesar Guigou

Instructor at \$ 1500, 1917-19. (Trustees, July 4, 1917, p. 15.)
15. John Bradley Riley

Instructor at \$ 1200, 1917-18. (Trustees, Jan. 8, 1918, p. 121.)
16. Ernest S. Berthemy

Instructor at \$ 1200, Dec. 1, 1917-1920. (Trustees, Jan. 8, 1918, p. 121.)
17. Henri Tailliar

Instructor, Feb. 1918-21. (Trustees, March 5, 1918, p. 139.)
 [N.B. Tailliar replaced C. A. Bruce on military leave.]
18. Emil Frederic Hacker

Assistant Professor at \$ 1800, 1918-25. (Trustees, June 24, 1918, p. 187.)
19. Ralph Coplestone Williams

Instructor at \$ 1400, 1918-21. (Trustees, June 24, 1918, p. 187.)

20. Florence Hier
Instructor at \$ 1500, 1918-Autumn 1925.
(Trustees, Sept. 4, 1918, p. 19.)
21. Edward Hudson Young
Instructor at \$ 1600 (annually), Feb.-June, 1919.
(Trustees, March 12, 1919, p. 64.)

Enrollment

(Enrollment figures through 1939-40 are taken from the Annual Reports and represent the listed enrollment for the Fall Quarter (or Fall Semester prior to 1922-23) of each year, since the Fall Quarter enrollment is almost invariably the largest for any quarter of a given year.)

	French	Spanish	Italian	Total
1889-90	100	X	X	100
1890-91	111	X	6	117
1891-92	121	5	X	126
1892-93	170	X	7	177
1893-94	188	13	X	201
1894-95	220	X	17	237
1895-96	228	22	X	250
1896-97	187	X	4	191
1897-98	206	20	X	226
1898-99	268	12	8	288
1899-1900	298	15	X	313
1900-01	335	X	23	358
1901-02	296	35	6	337
1902-03	343	82	6	431
1903-04	351	127	X	478

	French	Spanish	Italian	Total
1904-05	398	64	20	482 + 4 ⁴
1905-06	368	137	11	516 + 1 ⁴
1906-07	391	128	5	524 + 2 ⁴
1907-08	421	129	1	551
1908-09	502	171	10	683
1909-10	568	178	12	758
1910-11	613	181	3	797
1911-12	A N N U A L R E P O R T L O S T			
1912-13	560	131	X	691
1913-14	608	190	17	815
1914-15	662	176	5	843
1915-16	740	515	15	1270
1916-17	782	630	27	1439
1917-18	1038	696	10	1744
1918-19	2149	580	9	2738
1919-20	1798	1349	13	3160

Chapter III

The First Rockwood Administration (1920-1926)

Chairman: Robert Everett Rockwood

Changes in Courses

(Unless otherwise noted courses were first taught the same year as they were first listed in the Catalogue.)

1. Complete reworking of courses listed in 1920-21.

(Catalogue, 1920-21, pp. 418-24.)

⁴These figures represent graduate enrollment which was recorded separately for these three years only.

These courses were generally first taught in 1921-22.

(Annual Report, 1922, p. 262.)

French: Elementary French (two courses)
 Intermediate French (two)
 French Literature of the 17th Century (two)
 Teaching of French
 French Phonetics
 Review of French Syntax
 History of French Literature (two)
 Elementary French Conversation and Composition (two)
 Intermediate French Conversation and Composition
 Explication de textes (two)
 French Literature of the 19th Century (two)
 French Literature of the 18th Century (two)
 French Literature of the 15th and 16th Centuries (two)
 French Novel (two)
 Comedy of Manners in the 19th Century (two)

Italian: Elementary Italian (two courses)
 Modern Italian Literature (two)
 Italian Literature of the Renaissance
 first taught in 1922-23
 (Annual Report, 1923, p. 252.)
 Trecento
 first taught in 1922-23
 (Annual Report, 1923, p. 252.)
 Survey of Italian Literature

Spanish: Elementary Spanish (two courses)
 Intermediate Spanish (two)
 Advanced Spanish (two)
 Customs and Manners of Spanish, Commercial Correspondence
 (two)
 Advanced Conversation and Composition (two)
 Teaching of Spanish (two)
 Modern Spanish Novel (two)
 Modern Spanish Drama and Poetry (two)
 Drama of the Golden Age (two)
 Prose of the Golden Age (two)
 Survey of Spanish Literature from the Earliest Times to
 the End of the 19th Century (two)

Graduate: Introduction to Romance Philology (two courses)
 Old Provencal (two)
 Old Spanish (two)
 Research in French Literature (two)
 Research in Spanish Literature (two)
 19th Century French Lyric

(Graduate:) Seminary in French Literature (two)
 Seminary in Spanish Literature (two)
 French Romanticism (two)
 Old French Literature (two)
 Short Story (two)

2. Additions listed in 1921-22.

(Catalogue, 1921-22, pp. 390-9.)

Spanish: Advanced Syntax

French: Elementary Course in Reading of French (two courses)
 first taught in 1922-23

(Annual Report, 1923, p. 251.)

[N.B. This is former "Science Reading" reinstated.
 Cf. p. 2, above, item 5.]

3. Catalogue lists the Four-Quarter system in 1921-22; complete renumbering of courses.

(Catalogue, 1921-22, pp. 390-9.)

[N.B. The Four-Quarter plan actually went into effect on July 1, 1922 (Mendenhall, p. 33). See detailed account of the change in Trustees, Dec. 14, 1921, pp. 42-64.]

4. Note on French Club: student organization, supervised by Mr. and Mrs. Fouré; formal meetings weekly; one or more French plays presented annually.

(Catalogue, 1921-22, p. 390.)

5. Note on Spanish Club: with Mr. Gutiérrez; one or more plays a year.

(Catalogue, 1924-25, p. 561.)

6. Additions listed for 1922-23.

(Catalogue, 1922-23, p. 450.)

Italian: Survey of Italian Literature to 1400
 Survey of Italian Literature, 1400-1900
 Dante's Life and Works

all three courses first taught in 1923-24

(Annual Report, 1924, p. 221.)

7. Additions listed in 1924-25.

(Catalogue, 1924-25, p. 570.)

Spanish: Sound: Introductory Spanish Phonetics
 first taught in 1925-26

(Annual Report, 1926, p. 234.)

Phonetics

first taught in 1925-26

(Annual Report, 1926, p. 234.)

Faculty

There was an effort on the part of Professor William S. Hendrix to make Spanish a department separate from the French. The following reasons given for the proposal are taken from a letter from Professor Hendrix to President W. O. Thompson, dated April 12, 1923:

"nation of specialists"

"methods of teaching French and Spanish as different
as French and German"

"too many students and faculty for one chairman"
(turned 650 prospective Spanish students away)

"results of the separation:
friendly rivalry
stronger sense of loyalty"

[N.B. There is no further mention of this proposal.]

Enrollment

(for Fall Quarter each year; taken from the Annual Reports. Cf. pp. 10-11, above.)

	French	Spanish	Italian	Total
1920-21	1637	1494	23	3154
1921-22	1223	1229	37	2489 + 26 ⁵
1922-23	974	? ⁶	11 ⁷	985 + 9 ⁵
1923-24	815	1081	52	1948
1924-25	870	1020	44	1934
1925-26	842	970	34	1846

⁵Once again graduate enrollment was listed separately for a two-year period (Cf. p. 11, above).

⁶Enrollment in Spanish was omitted from the Annual Report, 1923, p. 250.

⁷This figure is misleading since Elementary Italian was not offered in the Fall Quarter of 1922. Enrollment for Italian in the Winter Quarter when Elementary Italian was taught was 62. (Annual Reports, 1923, p. 250.)

Chapter IV

The Chairmanship of William S. Hendrix
(1926-1948)Changes in Courses

(Unless otherwise noted courses were first taught the same year as they were first listed in the Catalogue.)

1. Additions listed in 1926-27. (Catalogue, 1926-27, pp. 648; 652.)
 - French: French Honors Course (three quarters)
first taught in 1929-30 (Annual Report, 1930, p. 389.)
 - Spanish: Spanish Honors Course (three quarters)
first taught in 1928-29 (Annual Report, 1929, p. 367.)
2. Developments in phonetics:
 - a. Additional courses listed under Spanish in 1927-28. (Catalogue, 1927-28, p. 599.)
 - Foreign Brogue
 - Historical Phonetics
 - Minor Problems: Human Speech
 all three courses first taught in 1928-29. (Annual Report, 1929, p. 367.)
 - b. Phonetics listed under separate subtitle (as were French, Spanish, and Italian) within the Department of Romance Languages. (Catalogue, 1928-29, p. 616.)
 - c. Phonetics listed as an entirely separate "Division" with greatly expanded course listings. (Catalogue, 1929-30, pp. 597-9.)
3. Note on Italian Club with Mr. Moore. (Catalogue, 1929-30, p. 658.)
4. Note on Graduate Romance Club. (Catalogue, 1929-30, p. 659.)
5. Addition listed in 1930-31. (Catalogue, 1930-31, p. 695.)
 - Spanish: Survey of Spanish-American Literature
to be given biennially starting in 1930-31.

[N.B. This is the first course dealing with Latin America.]

6. Introduction of placement tests for elementary courses in French and Spanish in 1931-32.
(Annual Report, 1932, p. 65.)
7. Additions listed in 1932-33.
(Catalogue, 1932-33, pp. 523; 526.)
 French: Minor Problems
 Spanish: Minor Problems
8. Courses offered in Italian reduced to
 Elementary Italian (two quarters)
 Modern Italian Literature, 1800-1850
 Modern Italian Literature, 1851-1900
 Dante
 [Cf. pp. 12; 13, item 6.]
 (Catalogue, 1932-33, p. 524.)
9. Addition listed in 1940-41.
(Catalogue, 1940-41, p. 646.)
 Spanish: Spanish America in Twentieth Century Literature (two quarters)
 first taught in 1943-44
 (Time Schedule, 1943-44, p. 95.)
10. Note on French Table meeting one or more times per week at Pomerene Hall.
(Catalogue, 1941-42, p. 673.)
11. First listing of PORTUGUESE in 1941-42.
(Catalogue, 1941-42, p. 677.)
 Elementary Portuguese (two quarters)
 Intermediate Portuguese (one quarter)
 Minor Problems
 all three first taught in 1942-43
 (Time Schedule, 1942-43, p. 106.)
12. Additions listed in 1942-43.
(Catalogue, 1942-43, pp. 637-97.)
 French: Translating and Interpreting
 first taught in 1943-44
 (Time Schedule, 1943-44, p. 94.)
 Spanish: Translating and Interpreting
 first taught in 1944-45
 (Time Schedule, 1944-45, p. 87.)
 Portuguese: Intermediate Portuguese (2nd quarter)
 Conversation and Composition
 Introduction to Modern Brazilian Literature
 Contemporary Brazilian Literature
 all four first taught in 1943-44
 (Time Schedule, 1943-44, pp. 94-5.)
13. Note on Spanish Table meeting one or more times per week at Pomerene Hall.
(Catalogue, 1942-43, p. 688.)

14. Addition listed in 1942-43 (separately from the various languages).
(Catalogue, 1942-43, p. 688.)
Romance Languages: Course in Language Adjustment
first taught in 1944-45
(Time Schedule, 1944-45, p. 85.)
15. Additions listed in 1944-45.
(Catalogue, 1944-45, p. 693.)
Romance Languages: Latin-American Relations
Pro-Seminar in Latin American Relations
16. Addition listed in 1946-47.
(Catalogue, 1946-47, p. 877.)
Italian: Modern Italian Literature, 1901-
first taught in 1947-48
(Time Schedule, 1947-48, p. 144.)
17. Addition listed in 1947-48.
(Catalogue, 1947-48, p. 914.)
French: French Literature in English Translation
first taught in 1948-49
(Time Schedule, 1948-49, p. 140.)

Faculty

1. William S. Hendrix

Was granted a leave of absence with salary from February 15 to March 10, 1944, to make a survey of military and other new type language programs at the college level for the Rockefeller Foundation.
(Trustees, Feb. 14, 1944, p. 152.)

2. Robert E. Monroe

Reports to Hendrix as Chairman of the Department (carbon copies to President Rightmire) during Monroe's first year at the Ohio State University, 1929-30, indicate:

- a. that Monroe kept close track of enrollment in elementary courses and recommended a limit of 25 students per class.
- b. that Monroe regularly visited the classes to assess the teaching.
- c. that Monroe visited all the Columbus High Schools (and some others) and evaluated all the teachers involved; he also indicated the handicaps under which each had to teach (poor texts, first and second year classes combined, lack of professional preparation, etc.)
(O.S.U. Archives; President Rightmire's correspondence)

Suspected missing page 18.

- b. It had been discontinued when Professor Meiden returned after the war in Autumn, 1946.
- c. Programs were resumed in 1948 under Rockwood as Chairman.
- d. Starting in 1950, both languages were given each year.
- e. Professor Meiden gave up the radio program in 1953 when he took over the supervision of the elementary French courses.
- f. Professor Charles Carlut did the French for a while.
- g. Sheldon C. Robertson did the Spanish from 1948 until his retirement in 1961.

Enrollment

(for Fall Quarter: from the Annual Reports through 1939-40. Cf. p. 14, above; unavailable for the period 1940-45; from the Report--Registrar, 1950-51, p. 81, for the period 1945-48.)

	French	Spanish	Italian	Total
1926-27	895	933	35	1863
1927-28	1157	870	30	2057
1928-29	1032	791	25	1848
1929-30	886	302	32	1720
1930-31	757	669	27	1453
1931-32	733	550	29	1312
1932-33	727	407	31	1165
1933-34	655	368	17	1040
1934-35	726	361	28	1115
1935-36	732	417	17	1166
1936-37	765	433	15	1213
1937-38	632	445	15	1092
1938-39	676	409	14	1099
1939-40	732	430	28	1190
1940-45	U N A V A I L A B L E			

	French	Spanish	Italian	Total
1945-46				1866
1946-47				2810
1947-48				2401

Chapter V

The Second Rockwood Administration (1948-1957)

Changes in Courses

(Unless otherwise noted courses were first taught the same year as they were first listed in the Catalogue.)

1. New listing in 1950-51.

(Catalogue, 1950-51, pp. 721; 967.)

Comparative Literature: Introduction to Western European Literature
first taught in 1951-52

(Time Schedule, 1951-52, p. 41.)

[N.B. The above courses were listed simultaneously in a
separate section of the Catalogue and with the department.]

2. Addition listed in 1954-55.

(Catalogue, 1954-55, pp. 904; 906.)

Romance Linguistics

listed under both Spanish and Portuguese

first taught in 1957-58

(Time Schedule, 1957-58, p. 132.)

3. Elementary and Intermediate Portuguese no longer listed in 1954-55.

(Catalogue, 1954-55, p. 904.)

No longer listed in Time Schedule, 1955-56 (p. 143.)

4. Portuguese is reduced to two courses:

Romance Linguistics

Minor Problems

(Catalogue, 1955-56, p. 918.)

[N.B. This means in effect that Portuguese was temporarily eliminated from the curriculum, since Romance Linguistics is an inter-language course and Minor Problems is an elective, individual study course at the graduate level. There are no courses listed in the Time Schedule, 1955-56, p. 143.]

5. Professor Harry Rogers is listed as Chairman of the Department of
Comparative Literature as a separate department.

(Catalogue, 1954-55, p. 660.)

6. First mention in the Catalogue of the Language Listening Center: recordings of all basic materials for French and Spanish 401-402 (elementary courses) and selected material in other courses (Derby Hall, Room 12).

(Catalogue, 1955-56, p. 915.)

Faculty

1. Robert E. Rockwood

From the Board of Trustees' resolution on Rockwood's death:
(Sept. 1, 1958, p. 154.)

born: Worcester, Mass., March 1, 1887
B.A., Clark University, 1908
M.A., Harvard, 1915
Ph.D., Harvard, 1924.

"virtual creation of department honors program"

"emphasis on graduate work"

Enrollment

(for Fall Quarter: from the Report--Registrar, 1950-51, p. 81,
for the period 1948-51;
from the Report--Registrar, 1956-57, p. 66,
for the period 1951-57.)

	French	Spanish	Italian	Total
1948-49				1777
1949-50				1475
1950-51				1794
1951-55				-- ⁸
1955-56	1162	815	64	2041
1956-57	629	877	46	1552

⁸For an unexplained reason enrollment figures for the period 1951-55 for this particular department do not appear in the Report--Registrar.

Chapter VI

The Chairmanship of James C. Babcock
(1957-1966)Changes in Courses

(Unless otherwise noted courses were first taught the same year as they were first listed in the Catalogue.)

1. Addition listed in 1957-58.

(Catalogue, 1957-58, p. 917.)

Italian: A. Petrarch and Boccaccio (two quarters)

first taught in 1958-59

(Time Schedule, 1958-59, p. 92.)

2. Addition listed in 1964-65.

(Bulletin, Cat. Issue, 1964-65, p. A-229.)

Spanish: Spanish Literature in English Translation

first taught in 1965-66

(Time Schedule, 1965-66, p. 79.)

Rating of the Department

There have been three studies made in an attempt to rank the various graduate departments around the country. Here are the results as they pertain to the Department of Romance Languages at the Ohio State University.

- | | |
|-------------------------------|-------------------|
| 1. Hughes Study (1925): | 15th |
| 2. Keniston Study (1957): | 10th |
| 3. Am. Council of Ed. (1964): | 19th |
| | (Cartter, p. 31.) |

This third study was reported in depth by Allen M. Cartter in An Assessment of Quality in Graduate Education, American Council on Education, 1966. For method of evaluation and for criteria, refer to this publication.

The results in more detail are as follows:

1. Departments of Romance Languages were rated as to the
Quality of the Graduate Faculty:

O.S.U. French:	"good"	(p. 24)
O.S.U. Spanish:	"good"	(p. 30)

Distribution of the departments rated was as follows:

	French	Spanish
"distinguished"	3	4
"strong"	13	12
"good"	8	10
"adequate"	10	9

2. Departments of Romance Languages were rated as to the Effectiveness of the Graduate Program:

O.S.U. French:	"acceptable plus"	(p. 25)
O.S.U. Spanish:	"acceptable plus"	(p. 31)

Distribution of the departments rated was as follows:

	French	Spanish
"extremely attractive"	6	5
"attractive"	9	12
"acceptable plus"	18	19

Enrollment

(for Fall Quarter: from the Report--Registrar, 1962-63, p. 79,
for the period 1957-63;
from the Report--Registrar, 1966-67, p. 94,
for the period 1963-66.)

	French	Spanish	Italian	Total
1957-58	646	911	48	1605
1958-59	705	811	63	1579
1959-60	722	839	35	1596
1960-61	876	875	46	1797 + 1 ⁹
1961-62	988	903	42	1933
1962-63	1210	1185	79	2474

⁹There was reported one student in Portuguese in Spring Quarter, 1961.

	French	Spanish	Italian	Total
1963-64	1229	1358	85	2672
1964-65	1361	1552	97	3010 + 1 ¹⁰
1965-66	1427	1855	125	3407

Chapter VII

The Chairmanship of Eleanor Bulatkin (1966-)

Changes in Courses

(Unless otherwise noted courses were first taught the same year as they were first listed in the Catalogue.)

- Portuguese reinstated in 1966-67.
(Bulletin, Cat. Issue, 1966-67,
p. A-206.)
Elementary Portuguese (two quarters)
Intermediate Portuguese (two quarters)
- First listing of ARABIC in 1968-69.
(Bulletin, Course Offerings, 1968-69,
p. 63.)
Elementary Arabic (two quarters)
Special Group Studies
Individual Studies
all three first taught in 1967-68.
(departmental records)
- First listing of HEBREW in 1968-69.
(Bulletin, Course Offerings, 1968-69,
p. 179.)
Elementary Hebrew (two quarters)
Special Group Studies
Individual Studies
all three first taught in 1967-68
(departmental records)
- Additions listed in 1968-69.
(Bulletin, Course Offerings, 1968-69,
p. 200.)
Italian: Italian Literature in English Translation: 14th Century
Italian Literature in English Translation: 15th-16th Centuries

¹⁰There was reported one student in Portuguese in Spring Quarter, 1965.

Enrollment

(for Fall Quarter: from the Report--Registrar, 1966-67, p. 94,
for the year 1966-67.
from departmental records,
for the period 1967-69.)

	French	Spanish	Italian	Portuguese	Arabic	Hebrew	Total
1966-67	1497	382 ¹¹	138	17	X	X	2034
1967-68	1372	1971	224	33	13	34	3647
1968-69	1722	2119	258	33	25	75	4232

¹¹This enrollment in Spanish is abnormally low; enrollment in Winter Quarter, 1967, for instance, was 1897 in Spanish.